

Educational Supplement

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PERSONAL

Dear Parent - You are perhaps aware that many of the decisions which in the past used to be made at school level are now being taken at County Hall or by the Government. Heads of schools have been asked to write to all parents explaining some of the important new rulings which will affect your children.

If the tone of my letter is occasionally somewhat flippant this is merely because, in the last year before my retirement, I am in that happy state where my conscience is bigger than my mortgage, and I may therefore give vent to the exasperation at this loss of control over our own affairs that my younger colleagues must conceal.

Curriculum guidelines I shall shortly be sending you a list of guidelines in various subjects which the county will issue and which we shall be expected to follow. I have already seen the maths and science guidelines and I can tell you that children will be learning to multiply a four digit decimal by a fraction in year one. So far as I am aware no human being in the whole history of life on this planet has ever needed to perform such an operation, but provided I am not expected to do it myself, I shall ask my maths colleagues to teach it and the other largely sterile topics dreamed up by the over-

paid wizard who masquerades as the county maths adviser. We should much prefer to be allowed to use our own professional judgment about what to teach your children and when, as was previously the case, but I have already alerted the casualty ward of the local hospital on your children's behalf should a triple backward somersault with pike figure in the gymnastics guidelines.

Controversial issues in the curriculum You will be aware that this authority is rather more repressive than most and has already vetoed discussion of such topics as politics, sex, swearing and drugs, which I suspect constitute 90 per cent of the activities in some families in this neighbourhood. Both the Government and our local education committee seem anxious that your children should not talk about or be exposed to controversy.

Though the topic "My Body" is included in the national science guidelines for year two, the education committee, at its most recent meeting, has decided that children in this county will only study the parts from the waist upwards and below the knee. Thus candidates taking O level biology will have an immoderate knowledge of the alimentary canal down about as far as



Ted Wragg

the small intestine, but will not have the faintest clue how the stuff eventually manages to exit.

The education committee has now proscribed several organizations such as CND which are thought to be controversial and are therefore no longer allowed on school premises. It can only be a matter of days before some cretin deems the Women's Insti-

tute annual marmalade sale to be subversive. The committee has also asked heads to tell parents they should switch off such television programmes as *Panorama* or *World in Action* should they be in any way controversial. I can only urge you to enjoy *Tom and Jerry* or *Jackanory* while you may and before the Thought Police get you.

Corporal punishment The Government has decided that corporal punishment should still be used in schools but only on those children whose parents agree with it. You will recall that I wrote to you a few weeks ago to tell you how the authority was carrying out this ruling. You were asked, you remember, to write either "Yes" or "No" on your child's forehead depending on whether you were for or against caning. Unfortunately this system simply has not worked. Some parents who wrote "Yes" assumed that this meant "Yes, I am in favour of a lashing" and are now taking the authority to the Court of Human Rights because their children were inadvertently caned.

Others reacted in an overelaborate way and wrote long slogans on their children's foreheads such as the somewhat distasteful "Lay a finger on him and I shall personally rearrange your teeth" or "Anytime you want to thrash the little bleeder you have my enthu-

siastic support". The education committee has decided that in future you should write either "canable" or "in can capital letters across each child's head using an indelible pen.

Parents meeting On the last Tuesday of next month Councillor Beattie will be addressing all parents on the "The authority's current thinking on education". Unless he repeats speech three times it is difficult to know how this theme could possibly occupy more than five minutes, but heads have been asked to tell parents that they should attend because they have a very good excuse. I have a copy of television, radio and audio programmes for that evening and you be in quest of a good excuse. I personally be down at the Day Partridge feigning Lassa Fever.

Teachers I am asked to tell you the Government and the authority have now decided that, since decision-making has been taken by teachers should in future be referred to as "auxiliaries", and those with posts as "subalterns". Heads have been redesignated, and I sign accordingly. Yours sincerely, A Babbage (charge hand)

DIARY



Oxford... key reform of this century

An end to the term of endearment

A recent blow to the posh private schools has been the new Oxford entrance system and the demise of the Oxbridge Scholarship Cannon League Tables. (TES April 27).

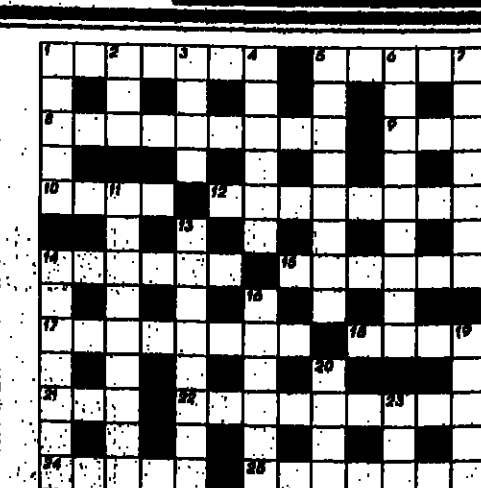
Whenever I encounter an HMC head these days and fancy a display of Blimpish fury, I light the blue touch paper by musing: "Why no more seventh term entries? ... don't

understand the new system ... how do you feel about it all?" and stand back and watch the fireworks. It must be a blow to lose that extra £750 worth of fees, but I can't think it's just that. I am told by some of my Oxford acquaintances that the abolition of "seventh term entrance" is the most important reform of Oxford since this century.

But they're still reserving the right to pick the ripest plums in November. Mr Bolton said that class teaching should cease to dominate schools and that children from nine upwards needed to be taught by subject specialists for some of the time, specially in science and maths.

Christopher P...

No 150 CROSSWORD by Ruth



- Across**
- 1 A crop is knocked flat (7)
 - 5 She appears in an ensemble that's rather colourless (5)
 - 9 Be prone to misrepresent the facts (3)
 - 10 Expertise address (4)
 - 12 Intended to put things right (6)
 - 14 A trading record (6)
 - 15 They're bound to be a shock (6)
 - 17 Male showing off raincoat to his doctor (8)
 - 18 Fixed forms of worship (6)
 - 19 Little swimmer that can also do the crawl? (3)
 - 20 Complicated to work out (9)
 - 24 Tough breed of dog (5)
 - 25 A newspaper gives it a bold presentation (7)
- Down**
- 1 Sat, when asked (5)

- Across**
- 2 Charming (7)
 - 3 Japanese dress (8)
 - 4 Altogether it's a one drop in the sea (8)
 - 6 Reason for which you might fight (6)
 - 8 Mail sent away from in compliance (8)
 - 11 Gives up on a plan (6)
 - 13 One of a number of baseless (6)
 - 14 Ella goes (6)
 - 16 I'm giving a role to a man (6)
 - 18 Hand shaken off (6)
 - 19 A monument to a (6)
 - 23 Past contemplation of (3)

How FE pulled a fast one

It looks like a summer of disruption in the schools; but not in the colleges. For only the second time ever, the college lecturers leapfrogged the teachers in the Burnham timetable and secured up a 4.5 per cent deal which even included a little restructuring at the bottom.

It's too early to say whether the deal will be ratified; but how on earth did it happen so smoothly? Partly Labour's old boy network. The two leading negotiators, David Treisman of NAT-FHE and John Pearman of Wakefield (who as minority leader of Burnham had been given the "junior" FE job) were not unacquainted with each other and had mastered the mathematical intricacies of Burnham FE.

So it was all over very quickly, before the less numerate DES representatives had time to muddy the waters as they did with the teachers. The other factor was a realistic solidarity in NATFHE with other public sector unions. It was obvious that the public sector norm; and clearly unlikely that college lecturers would get any more.

Only last January, Sir Keith wanted higher standards and reconciliation with the teachers; he's now in trouble whichever way the economy turns. If growth remains sluggish and rate-capping is rigorously applied, even a mere 4.5 per cent pay rise will mean fewer teachers and lower standards in many I.e.s.s.

If the economy takes off, as the Prime Minister insisted it would (for the umpteenth time) in her Fifth Anniversary Pronouncement last weekend, then all Sir Keith's market forces, postures about police pay "experienced police leaving in droves" - will very rapidly apply to teachers: the mathematicians will be snapped up first and leave all those expensive microcomputers gathering dust.

A hopelessly inadequate rate for the job lowered certain educational standards a decade ago, and it needed a sympathetic Labour government to put it right with the Houghton Report. Now that settlement is hopelessly graded.



Feeling the pinch

Sir Keith is in trouble on another score. The arguments for school privatization - a la Professor Minford - are not good. Hard on the heels of a public admission that the Dunn initiative on the reintroduction of grammar schools has run itself into the ground, it's now dawning on the private sector that there will be nearly 20,000 fewer youngsters to recruit by the end of this decade, and that they, like the State schools, will have to slim.

There is no doubt that the hard core of elite public schools will saunter through without any noticeable problems; public provision to keep them afloat is already built in through hand-outs (which Professor Minford must surely deplore) for the diplomatic corps and the armed services, and by the larger companies through the structure of executive salaries.

But the private pedestrian fringe does seem to be having problems. In spite of a cash injection of £16.5m last year (rising to £20m when the programme is fully developed) from the Assisted Places Scheme. I see that my local Catford fee-paying school, St Dunstan's, put a large advertisement for a "few" vacancies amid smaller ones for Lucie Clayton "grooming" and other Sloane Ranger pursuits. In *The Observer's* "Private Education Exchange and Mart" section the other day.

Last time I visited this charitable academy, founded for the poor of the parish, I took a rapid sixth-form vote to ascertain how many of my audience of teenage parishioners were in a position to vote for me.

There turned out, alas, only to be a mere handful. The vast majority came from the green pastures of Bromley, and beyond.

So for their next "hurry, hurry, while stocks last", advert I suggest the *South East London* and *Kenish-Mercury*. More in their class than *The Observer*.

The lush ad season

As May 31 - that magic, hand-in-glove deadline - approaches, some local authorities are emulating St Dunstan's and going for bigger and bigger boys to blast their message through the dense print of *The TES* advertising



The Little Mary... and...

If the rate-cap fits

Ratecapping in the Lords has thrown up whole new vistas for pedagogic lobbying. It emerges that Lord (Horace) Maybray-King is the Knight to Lord (Eric) James. The latter's deputy, Lord (John) Saver, is a former headmaster of a public school. The former is a former headmaster of a public school. The latter is a former headmaster of a public school.

misunderstood: Research at a Leicester secondary school shows that teachers regularly get the wrong message from the pupils' faces. Nick Wood writes.

Cheryl Berry, who until Easter was vice-principal of the Babington Community College, photographed children while they were being taught and obtained pictures typifying happiness, surprise, fear, sadness, anger, boredom and interest. The teachers' interpretation of the expressions often differed widely from the youngsters' own accounts of what was going through their minds at the time.

Fear, interest and boredom were the emotions staff found hardest to identify accurately - particularly fear, largely because

teachers did not expect it in the classroom, she says in *The New Leicestershire Journal*.

Children were afraid of things like reading aloud or answering questions in front of their classmates. Grins or "smirky smiles" were also widely misunderstood as evidence of insolence, Mrs Berry says. In fact, they often mask fear or embarrassment.

Pay dispute round-up - Page 3

management were flexible and that 3 per cent and no more is simply teacher propaganda.

Government ministers are also known to be irritated by the teacher unions saying that employers were intransigent in only offering 3 per cent.

Mr Sexton adds: "There have been six meetings of the Burnham (P&S) Committee this year. No advance on the February 29 formal offer of 3 per cent was made until April 30 but in the interim there were lengthy and substantial private discussions about hypothetical figures. These proceeded

bold and ambitious re-think of teaching methods and organization in primary schools is being advocated by Eric Bolton, the Senior Chief

Mr Bolton said that class teaching should cease to dominate schools and that children from nine upwards needed to be taught by subject specialists for some of the time, specially in science and maths.

He told the National Association for Primary Education that as the curriculum widened, it grew more difficult for a single class teacher to "motivate, challenge and stretch children of all levels of ability". The ability of the class teacher to cope with all the needs of older juniors must be questioned, he said.

Referring to the dominance of class teaching he said: "It is probably this common more than any other that is to so much teaching being pitched at the level of the average pupils. It is time we looked hard and

pre-judgment at the whole notion of when and how the change in general class-based to specialist teaching should take place."

Mr Bolton, who was addressing the annual meeting of NAPS in Cirencester, said there was growing evidence from a country - the middle school survey - that children as young as nine achieved

higher standards and greater competence when they were taught by subject experts.

He pointed out that the steady improvement in the national pupil-teacher ratio had been used to reduce class size rather than to create flexible groups of children for teaching or to free subject consultants who could advise and guide other staff.

The difficulty was that teachers tended to feel "rootless" without a class and that local authority spending cuts made floating teachers particularly vulnerable.

Mr Bolton's remarks - which alarmed some members of his audience worried about secondary-style specialisation - reflect just how much the debate has intensified since Sir Keith Joseph's Sheffield speech.

In that speech he outlined the key role of primaries in raising educational standards and the need for the curriculum to have more breadth, more differentiation, more relevance and a better balance between its parts.

Since then the middle school survey has been released and teacher training criteria have been published advocating more expertise in science and maths. Only last week the Government announced an extension of in-service training grants worth several million pounds to cover primary science and this week the Commons Select Committee on Education announced that as part of its inquiry into primary education, MPs would be considering the curriculum.

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Tories defend teacher pay record

by Nick Wood and David Lister

Conservative MPs are being told that teachers have had "substantial pay rises" since the Tories came to power in 1979. A confidential briefing paper for backbench MPs written by Stuart Sexton, political adviser to Sir Keith Joseph, says that teachers' pay has increased by just over 61 per cent since 1979, an increase slightly greater than the rise in the retail price index over the same period.

Mr Sexton adds: "There have been six meetings of the Burnham (P&S) Committee this year. No advance on the February 29 formal offer of 3 per cent was made until April 30 but in the interim there were lengthy and substantial private discussions about hypothetical figures. These proceeded

ings are confidential and it suits the teachers' case to talk only in terms of formal offers.

"In response to criticism of employer/Government 'intransigence' in sticking at 3 per cent it can be pointed out that the verbatim record of the Burnham meetings reveals that management were flexible and that 3 per cent and no more is simply teacher propaganda."

Government ministers are also known to be irritated by the teacher unions saying that employers were intransigent in only offering 3 per cent.

They are convinced of the employers' argument that teachers' leaders knew full well for several weeks that 4.5 per cent was on offer once they dropped their insistence on arbitration.

Senior Conservatives agree with Mr Sexton's argument that the Tories have maintained real salary levels. The fall in purchasing power since Houghton happened under Labour, they claim, and they are angry that they are getting the blame.

Mr Sexton predicts in his briefing paper: "We can expect splits in the management panel as the AMA authorities seek to divert action onto ACC authorities by making known their own willingness to go to arbitration."

Dudley to cut pay of senior officers

by Mike Durham

The new Labour leadership of Dudley council has warned 15 senior officers, including the director of education, Mr Ron Westerby, that they face dismissal unless they agree to a substantial pay cut.

The officers were awarded pay increases together with fixed-term contracts in January, by the former Conservative administration, on the advice of management consultants Price Waterhouse.

But the new council leader, Mr Fred Hunt, told the chief officers last week they would have to renegotiate their contracts or face dismissal. He has also announced that Price Waterhouse will

not be allowed on council premises again.

The Conservatives employed Price Waterhouse for five years. In that time they were paid £800,000 but claimed to have identified savings of £28m. Among their recommendations was the dismissal of hundreds of school cleaners, a pruning of middle management council staff, and pay cuts for school meals staff.

At the same time they recommended rises of up to £7,000 a year for the chief officers on condition they signed 10-year contracts.

Mr Westerby's salary went up from £23,289 to £26,250. No other education staff were involved.

Mr Hunt said: "I'm hoping to come to an agreement with the officers concerned without the need to dismiss anybody. Negotiations are at a very delicate stage, but I'm confident that we can reach a position to the benefit of the council."

He wanted the council to return to a nationally agreed salary structure. He said Labour had drawn up a new management structure and made it "abundantly clear" to officers that they would implement it if they won the local elections.

But the council is unlikely to insist that officers give up the entire pay rise. "We have got to get somewhere be-

tween the new and the old figures, and it would be a personally negotiated salary," said Mr Hunt. He made it clear, however, that any future director of education would be employed at the nationally agreed salary level.

Dudley's new education chairman, Mr David Savage, said: "If Mr Westerby is going to be asked to take a cut in salary, we're only talking about a few hundred pounds. We are not going to crack the whip over him."

Mr Westerby said he would be seeing the council leader for talks this week, but declined to comment or say whether he was taking legal advice.

However, a spokesman for the Association of Education Officers said the association was "very concerned indeed" about the situation in Dudley.

A joint meeting of the Federation of Managerial and Professional Officers' Unions was being held today to discuss the implications.

Price Waterhouse has still to produce two reports for the council, on corporate structure and on social services. But it is believed the reports can be finished without the need for further fact-finding visits.

A move to end the consultancy formally was expected at yesterday's council meeting.

Platform

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music, pottery, design, American English, usage and idioms, British and world history, archaeology, classics, criminology, economics, art and architecture, religion, mottoes, child care, science and technology, astronomy, weather, birds, trade names, psychology, sociology, politics, cricket, education, children's literature. Hugh David on the Phoenix Dance Company. Geography textbooks 24-38

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Why Sir Keith needs the 16-plus

Sir Keith Joseph now has about a month to make up his mind whether or not to go ahead with the single exam at 16-plus. As reported in *The TES* last week he is under considerable pressure from Tories and a few university professors to preserve the dual system of O levels and CSEs.

Much of the pressure is coming from people who are simply ignorant of how the development work on the new exam has gone. They believe that the new exam will be "egalitarian", and that it will erode standards and dilute the pure academic milk of O level. That is nonsense.

For better or worse the whole course of 16-plus development has been to make sure that the new system is clearly mapped out against the old. In most subjects there will be differentiated papers for students who have reached different levels at 16. There is no reason at all to disagree with Sir Keith's own Schools Examination Council when it concluded, in December, that the new system will "provide a sound framework for improving and maintaining standards."

Some would argue that O level standards are all too safe, but it is certain that the universities can rest easy: nothing in the new criteria will cause them to revise their reliance (peculiar to the English system) on the schools to do a lot of the specialist academic teaching job for them, and to provide a convenient selective mechanism at 16-plus.

The critics of the new exam who do have considerable grounds for their opposition are those professionals - chief education officers and the officers of examining bodies, as well as heads and teachers - who believe that the new exam will only help to fossilize much that is wrong with the present system. They want far more radical changes in both curriculum and methods of assessment.

They want to bring in the whole secondary population (not just the favoured 60 per cent) to have proper criterion-referencing (not the compromise of grade-related criteria), to free the secondary curricula

from the dominance of traditional academic subject specialisms, and indeed to free the schools altogether from the straitjacket of an exam at 16-plus, when the effective school leaving age is rapidly moving up to 17.

In an ideal world, they would have an extremely strong case. But neither public opinion, nor the state of professional knowledge and practice, is ready for radical change. A great deal of development work has to be done on graded tests, criterion-referencing, profiles, and other alternative methods of assessment before they can become tested and plausible alternatives to present methods. Happily, the Secretary of State's Sheffield speech lent considerable weight to what is already a pretty unstoppable movement to experiment with such alternatives.

The irony of the whole debate is that the 16-plus, as it has been shaping, offers Sir Keith a marvellous tool to promote some of his main aims. It leaves a highly selective exam at 16, whose results can be used to divide the sixth-form into advanced level sheep and professional and vocational goats. It gives much more force to the national criteria, makes for a tidier and more economic examining system, and reduces the chances for the proliferation of syllabuses that Sir Keith so dislikes.

It reinforces the muscle of the SEC in monitoring and assessing results. It offers scope to play with the criteria - whether to fit the Secretary of State's personal predilections and whims as has happened with physics and history, or, more positively, to introduce new ideas about what should be assessed and how. (Here, Sir Keith has been encouragingly receptive to the SEC's backing of a reasonably strong element of teacher and coursework assessment in many of the new exams.)

Only consider what will happen if Sir Keith accepts the seductive view that "harmonization" of syllabuses within the dual system is all that is needed. First, instead of two examining systems there will be three: joint exams, already up and running in some areas,

are popular with schools, and will continue. The result will be messy, wasteful, and do nothing to encourage schools to move in directions Sir Keith would like.

Second, the decision would reinforce the pre-eminence of academic O level exams in the public mind. (A recent small survey by *Which* magazine suggested that 3 out of 10 parents considered CSE to be "a waste of time".) That will hardly help to promote the status of more practical elements in the curriculum, as Sir Keith would like, and which could be brought into a single exam at all levels.

Third, keeping the dual system would allow schools to chunter happily on with their old curriculum and methods, instead of being forced to rethink their practice, and their ways of assessing pupils, to fit the single exam. Finally, a decision to abandon the 16-plus after all the effort that has gone into developing it would be the last, denormalizing straw for the most thoughtful and conscientious teachers in comprehensive schools.

The fact is that the single 16-plus exam now has the support of every professional body, the teachers' unions, the exam boards, the SEC. The university bodies have not opposed it. The Confederation of British Industry has come out openly in favour, and the Engineering Employers Federation has joined those asking for much more radical change. (Page 5.)

Of course there are still doubts and reservations about details - but more debate will do nothing to clarify and resolve them. The great thing now is to get it going, work to persuade the public of its merits, make sure there is continuing professional development and debate about criteria, and methods of assessment, and attempt to broaden the net to include all reasonably hardworking secondary pupils. Despite all the political kerfuffle, it will be a conservative reform. But it is the best reform we can hope to get.

COMMENT

Pay or sympathy

As the teachers dig in for a long summer of attrition, they may reflect with wry satisfaction on progress so far. Against heavy odds, they seem to have won the first round, on points.

They have gone a long way towards convincing the local authority employers - in particular its Association of County Councils majority - that there is solidarity of purpose both within the unions and across them, and that they have popular public support.

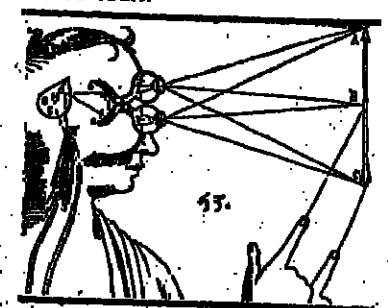
Although the employers' negotiators are alert for signs of dissension in the teachers' camp, unity of purpose still seems impressive. And what has probably surprised both sides has been the way the sympathetic support of press and parents - usually reserved for the angels of the nursing profession or the upholders of law and order - has now replaced the popular sport of teacher-bashing.

The dilemma must be how to play the next round in a way that can build on that moral strength, or lead the way to any sort of long-term victory in what still looks like a pretty hopeless fight. The employers' side may be convinced now that the teachers mean business, but the extent of the industrial action so far isn't hitting them nearly as hard as it is the children, parents, heads and the teachers themselves.

The teachers, however, are in the double bind that affects all professional public servants without an official pay comparability machinery to sustain them. Tougher strike action that might force a response in the current political climate invokes the indictment of non-professional conduct that Sir Keith Joseph and the Prime Minister are already employing. Can they get tougher without throwing away the

(surely diminishing) chances of improving both status and money through the twin negotiations on teaching structure and assessment?

The only glimmer of light is that those structure talks are still going ahead (page 5). The way things are going, they could even overtake the deadlocked pay negotiations to produce some formula for a way out, although that would almost certainly place the ball - and the bill - back in Sir Keith's court.



An illustration from *The Brain: A User's Manual*, by the Diagram Group. New English Library £2.95.

Food for thought

From time to time anecdotal evidence surfaces suggesting that some school librarians don't spend their entire annual cash allocation. Their staff-room colleagues must be to a certain extent to blame for this: librarians often rely on subject specialists to tell them what is new and what they ought to buy. Those with money to burn might profitably turn to our reference books section (pages 26-37) this week.

It will be noted, of course, that the first book reviewed costs a cool £45. The new edition of Partridge's classic *Dictionary of Slang* may be an important and useful piece of equipment, but its price must restrict its use to the

libraries (and to private enthusiasts). It will also be noted, however, that many of the books we recommend are paperback; for the price (or less) of a single piece of glossy fiction, you could have a book whose usefulness lasts years. It will be noted, too, that our review of the most expensive encyclopedia of the lot concludes with the suggestion that the latest information on scientific advances is better culled from the *New Scientist*. Food for thought.

Parents go to market

It is hard not to see the ideas put forward for education this week by the Adam Smith Institute (page 8) as polemic rather than the serious research and analysis they are claimed to be. The anonymous report combines grains of truth with robust opinions and over-simplification.

But it produces precious little evidence - as opposed to fashionable metaphor drawn from market economics - to substantiate its assertions that the education service would be better run from the individual school level and by boards of elected parents.

What undermines the credibility of these proposals is not so much the casual insult to phrases like "national minimum standards" would be expected in cleaning, maintenance, catering and teaching performance" as the glib assumptions underlying them. It would be difficult to specify sensible, all-encompassing national standards for the cleanliness of a floor, let alone for the development of a young mind.

HMI, we are told, "would ensure that standards were maintained". One wonders what these omniscients have been doing meanwhile. Parents would be able to withdraw children from "contaminated" subjects and "only the core curriculum would be

main compulsory", as though there were something generally recognized as a core curriculum.

Could a core curriculum even be guaranteed if teachers were subject to hiring and firing according to market forces?

A more fundamental shortcoming is the way the report spreads the glossy rationale of the market place like a cure-all veneer over difficulties, without any genuine attempt to probe for the limitations of that model when applied to education.

The danger in such overstatement is that it detracts from those parts of a critique that do make sense; in this case the strictures on the tendency of the service's providers - teachers, officials and politicians - to form a cosy professional axis which not only excludes parents and pupils but at times rides roughshod over their interests - or seems to.

It is not necessary to swallow whole the notion of "consumer sovereignty" to see that the story on page 21 of a parent governor who failed to get a satisfactory response to a genuine grievance from the headteacher, governors, local authority or even Sir Keith Joseph - one of the apostles of the market movement - illustrates how effectively some education producers can close ranks against the consumer; for even if a complaint is acted upon, the profession is rarely prepared to acknowledge its faults to an aggrieved party. Is that what professionalism means? Or is it playing into the hands of reformers like the Adam Smith Institute?

no comment

"Oxford was followed by an unhappy six months' teaching in Leeds while he looked for a job."

From a profile of Gerald Kaufman in *The Observer*, May 5.

Second opinion

Last September, the BBC first night-time transmission of secondary schools, putting out tapes (enough to fill one cassette) every night at 11.30. The previous year, a test indicated that 60 per cent of schools which used radio at night-time broadcasting had done so. The figure as satisfactory for the BBC in mind that only the secondary series was the night. However, the cassette service at the Technology Centre in Gillingham.

It therefore came as a surprise to read Clifton's article on the front page of the May 4 entitled "Schools' night-time broadcast" reported: "an internal decision to cancel the series... causing considerable concern within the Corporation."

The fact is that the single 16-plus exam now has the support of every professional body, the teachers' unions, the exam boards, the SEC. The university bodies have not opposed it. The Confederation of British Industry has come out openly in favour, and the Engineering Employers Federation has joined those asking for much more radical change. (Page 5.)

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from the dominance of traditional academic subject specialisms, and indeed to free the schools altogether from the straitjacket of an exam at 16-plus, when the effective school leaving age is rapidly moving up to 17.

In an ideal world, they would have an extremely strong case. But neither public opinion, nor the state of professional knowledge and practice, is ready for radical change. A great deal of development work has to be done on graded tests, criterion-referencing, profiles, and other alternative methods of assessment before they can become tested and plausible alternatives to present methods. Happily, the Secretary of State's Sheffield speech lent considerable weight to what is already a pretty unstoppable movement to experiment with such alternatives.

The irony of the whole debate is that the 16-plus, as it has been shaping, offers Sir Keith a marvellous tool to promote some of his main aims. It leaves a highly selective exam at 16, whose results can be used to divide the sixth-form into advanced level sheep and professional and vocational goats. It gives much more force to the national criteria, makes for a tidier and more economic examining system, and reduces the chances for the proliferation of syllabuses that Sir Keith so dislikes.

It reinforces the muscle of the SEC in monitoring and assessing results. It offers scope to play with the criteria - whether to fit the Secretary of State's personal predilections and whims as has happened with physics and history, or, more positively, to introduce new ideas about what should be assessed and how. (Here, Sir Keith has been encouragingly receptive to the SEC's backing of a reasonably strong element of teacher and coursework assessment in many of the new exams.)

Only consider what will happen if Sir Keith accepts the seductive view that "harmonization" of syllabuses within the dual system is all that is needed. First, instead of two examining systems there will be three: joint exams, already up and running in some areas,

are popular with schools, and will continue. The result will be messy, wasteful, and do nothing to encourage schools to move in directions Sir Keith would like.

NAS/UWT to step up the pressure with national walk-out

by Richard Garner



Doug McAvoy... wide unrest for a flat-rate settlement in line with the majority feeling at last Easter's NUT conference.

The NAS/UWT plans to step up its "lightning" strikes by bringing out teachers in South Glamorgan on selective strike action next week for the first time.

The NUT executive agreed last weekend to instruct members not to disrupt examinations. The NAS/UWT line was put by its general secretary, Mr Smithies, who said: "Examinations are not a direct target of our action but we cannot guarantee that during this period it will not have some impact on exams."

The NAS/UWT this week concentrated the strike action in Leeds, Hampshire and the Isle of Wight. It also pulled out its members in Cambridgeshire - where the county council has threatened to dock the pay of teachers who refuse to cover for absent colleagues - and Cheshire.

Meanwhile, the NUT, the NAS/UWT and the Assistant Masters and Mistresses Association continued with a ban on lunchtime supervision. Some schools have gone on to a "Continental" day - cutting out the lunchbreak - although the NUT's action officer, Mr Dick Holland, said the union was not keen on this idea.

The AMMA executive was also lobbying the Commons on Wednesday afternoon. A meeting had been arranged in the House by Mr Robert Key, Conservative MP and former AMMA member. A national ballot of AMMA members produced a 73 per cent vote in favour of refusing to cover for absent colleagues. That will start next week.

Sir Keith 'no' to arbitration

by Hilary Wilce

The critical question of whether Northern Ireland's local education authorities have a statutory duty to provide a school meals service is to go before the High Court in Belfast next week.

The ruling will not be directly applicable to I.E.A.s in England and Wales but is thought likely to set a legal precedent on how authorities' duties might be interpreted in future court cases.

The case, which three parents are bringing against the North Eastern Education and Library Board, is the direct result of the teachers' pay dispute.

The parents allege that because teachers at their children's school, St Congall's primary school, Antrim, were refusing to do lunch-time duties, the meals service was suspended. This, they say, is a contravention of article 36 of the Education and Libraries (NI) Order 1972.

However, the Department of Education in Northern Ireland recently wrote to all five boards telling them

NEWS

Exam immunity still holds

by Nick Wood

The exam boards are banking on the teacher unions continuing to honour their pledge to safeguard public exams from the effects of the present industrial action.

At a meeting last week, the secretaries of the GCE boards held back from drawing up contingency plans to deal with any possible escalation of the dispute for fear of inflaming the situation.

There was a collective decision that it would be impossible to draw up contingency plans because we have got no plan of action to fight", Mr Mel Jones, convenor of the GCE secretaries, said.

"Our main concern is to do nothing to exacerbate the position", he added, saying that the boards believed the integrity of the exams would be preserved and that they hoped the unions would stand by their assurances that they would not be disrupted.

But the boards were paying close attention to the progress of the dispute and keeping it under review.

The CSE boards are also adopting a low profile. "We are relying on the unions to respect their undertaking that exams will not be affected", Mr John Tipping, secretary of the standing conference of regional examinations boards, said.

CSE exams are well under way and GCE exams start in the last week of this month. There have been no reports of any disruption of CSE exams, Mr Tipping said.

He emphasized that there was no prospect of the CSE boards rescheduling exams in the event of the dispute being stepped up because it would be impossible for them to predict what would happen in individual schools. This point was also made by Mr Alan Stephenson, secretary of the London GCE board, which, apparent-

ly alone among the boards, has taken some steps to cope with the possible effects of the teachers' action.

Its staff have been alerted to deal with queries from schools worried that their arrangements may be put in jeopardy.

Mr Stephenson gave a warning that the dispute could delay the release of results.

Meanwhile, the boards are girding themselves for requests for special consideration on behalf of candidates who believe their grades have suffered because of industrial action by their teachers.

Mr Jones said that the Welsh board would handle such approaches in the same way as the 2,000 requests it receives each year on behalf of candidates whose performance is claimed to have suffered because of illness, accidents or family trauma.

Lecturers may turn down offer

by Diane Spencer

Four out of 14 regions of the 76,000-strong National Association of Teachers in Further and Higher Education are showing strong signs of rejecting the pay offer recommended to them by their leaders before Easter.

Inner and outer London and the West Midlands regional executive committees recommended rejection, and their members are complying. And in Anglia, where no recommendation was made, returns from half the branches indicate a firm "no".

In the North-west, returns in the union's nationwide consultation process, which culminates in a national council meeting next Tuesday, also signal rejection. But the regional secretary, Mr Chris Minto, said that branch meetings had been poorly attended.

As a result of the votes for rejection, union leaders have prepared contingency plans to requisition a Burnham meeting. If the offer is not then increased, a one-day strike will be held in June.

The lecturers were offered 4 per cent plus £30 for those stuck at the top of £1. This would bring their salary up to £10,454, an overall increase of 7.4 per cent. The total addition to the salary bill would be around 4.5 per cent.

● An offer of a 3 per cent pay increase has been rejected by the Association of University Teachers and subsequent informal proposals that the offer could be increased to 4.5 per cent have still failed to restart negotiations. Plans for industrial action have been drawn up.

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PLATFORM

The recent appointment by the Manpower Services Commission of Dr George Tolley to head a Youth Training Scheme quality team will be welcomed by many as an indication that the MSC means what its chairman, Mr David Young, says when he insists that YTS is quality. With some 350,000 youngsters enrolled on the scheme this new move is timely, not to say overdue.

Monitoring of YTS has, of course, been going on since the scheme started last year, but the messages coming back have not been entirely reassuring. After all, the monitoring of the Youth Opportunities Programme was an acknowledged failure: thousands of schemes had not been checked when the programme finished in 1983, and many of the schemes that had been checked were "vetted" over the telephone.

YTS is different: it has a design, endorsed by a prestigious committee structure; it has a complex approval procedure, backed by a network of representative Area Manpower Boards; it has a high level of resourcing, with innumerable research and development projects; and it is supported by a marketing function that would make a medium-sized firm envious. Why is it then that George Tolley's job is deemed by so many to be so difficult?

The reasons are many: YTS is a voluntary scheme held together largely by money and social conscience, always an uneasy mixture; it is a scheme operated by many different agents representing a wide variety of expertise and motives, administered by civil servants; it has a national design base, but it is locally implemented. A daunting but not unique combination.

Added to the above, however, is the positive claim that the scheme is "evolutionary": the usual (MSC) analogy is that it is starting as a model-T Ford and, one hopes, finishing as a Rolls-Royce. To the scheme's operators this means that the criteria change at least annually. A further complication is that although it is designed and marketed as a one-year full-time foundation year of work experience and training/education for employed and unemployed school leavers, it is used by many agents as a scheme only for unemployed.

Many youngsters obviously recognize this and regard the scheme as a staging post: something to leave when they get a job. YOP was all about getting a job; the success (quality?) of YOP was, initially at least, measured in terms of job placement. Youth unemployment has made job placement an unrealistic claim for YTS and so it has to be sold as a quality product. The philosophy and strategies of



Jack Mansell explains why the YTS's new quality controller has a near impossible task

Feel the quality ... but how?

quality assessment should relate to the aims of the scheme. YTS is about producing "a better equipped, better qualified, better educated and better motivated workforce". Its aims are an elaboration of this general statement.

The methods of quality assessment should relate to design, and the way in which the design serves the aims. The existing design of YTS comprises a framework, familiarly referred to as "8 plus 6".

There are eight design elements: induction; assessment; planned work experience; occupational-based training; off-the-job training/education; core areas; guidance and support; records and reviews of progress/achievement. There are, additionally, six broad types of learning opportunity

that should be provided for each trainee; basic skills, including IT; job specific and broadly related skills; world of work; world outside employment; skill transfer and ownership; personal effectiveness.

This design structure has proved to be somewhat confusing in the field and the task of quality assessment is not made easier by the fact that each of the design elements contain mandatory items alongside recommended items. The techniques and instruments of quality assessment should relate to content, and check the way in which the content serves the design base. It is here that many would maintain that YTS is at its weakest, and the function of quality testing is most difficult. To many teachers and trainers, especially those who have accepted behavioural objectives as a useful way of describing content and outcomes, it is not easy to identify the mandatory content of YTS. It is no secret that the inclusion or otherwise of content in YTS schemes was the subject of considerable discussion in the Advisory Group on Contents and Standards. That discussion has yet to be satisfactorily resolved and it rumbles on.

In the meantime the MSC is experimenting with various ways of defining content, and thus quality. Those who have read, for example, the YTS User's Guide, produced for the MSC by the Institute of Manpower Studies, will see in each foreword that there are claimed to be three approaches to quality in YTS.

In two of them "real life in a job provides the starting point". The job is either analysed for the competences needed to perform it effectively or for those (generic) activities which are also found in many other jobs. The third approach "is based on a syllabus or checklist" which describes what knowledge and skills all young people ought to have acquired by the end of the year "regardless of whether they occur in work experience or not". The same foreword says that "over the next years or two" these approaches will be tested. Well, it is an evolutionary scheme, but play the quality assessors (and the trainees) who presumably want quality now.

This situation is made no easier by the fact that the advisory group (which is the YTS quality watchdog committee) has not committed itself to endorsing any of these approaches to content. The Occupational Training Family concept - that is, grouping together occupations with certain common characteristics - is a recommended approach. Similarly, managing agents are recommended to offer as many as possible of 12 more activities, preferably in the form of work experience.

jects; this is (presumably) the generic activities approach.

The snag is that there are as yet only a few work-based projects available, and it is difficult to know whether the advisory group should regard these projects as criteria or exemplars of content. There is no mention in the MSC guidance memo of the syllabus or checklist approach. It is neither mandatory nor recommended, so its basis for testing is obviously different and not well known.

The FEU in its document *Supporting YTS* suggests either the adoption of its "voc-prop" core, as used on *A Basis for Choice*, or a shorter minimal core, to be used as an appropriate checklist.

The perceptive reader will note that not only are these three approaches different in principle but they are also different in their stages of development, in their origins and in their status. Each carries its own vocabulary and each has its limitations.

Job competence is all very well if you have that job to go to. Work-based projects are fine provided you do enough of them. Aims and objectives

It is an evolutionary scheme, but pity the quality assessors (and the trainees) who presumably want quality now.

can perfectly describe desired outcomes but they may not be relevant. It follows perhaps that if quality control is to relate only to one of these approaches then someone is bound to be disappointed in thinking that they are providing, designing, assessing or receiving a scheme of quality. Under these circumstances there could be a tendency to rely heavily on form-filling as a substitute for quality assessment.

What omissions there are regarding content are possibly compensated for by plenty of references to the adequacy of protective clothing; the absence of a written programme of training may be offset by statements that the trainee has worked with adults and other young people; the lack of any formal assessments could be regarded as unimportant compared to accurate recording of attendance; and so on. At best, with good field work, these discrepancies form the agenda for the next monitoring visit. At worst, with no monitoring, it becomes a skilled paper exercise having little or no relationship to reality.

From the above somewhat pessimistic analysis, we can determine at least a rationale for generating and assessing quality. First, the aims have to be specific enough to form a useful basis



for an evaluation strategy. Second, equipped better qualified, motivated and better motivated workers is nearer to a norm-referenced efficiency model than to a criterion-referenced model. Third, the framework must relate to the suggested locations of quality components to trainers and assessors but they comprise a complex responsibility for each component to designate. Thirdly, the assessment must be described in terms enough to allow at least a check assessment to be constructed.

The existing descriptions of content are largely optional; the approaches described above are a late to one another and their use is often more a matter of convenience than deliberate design.

Inevitably, therefore, one has to conclude that to have a simple approach to the provision, development and assessment of quality YTS, there should be a simple, understandable and more tightly controlled scheme. The aim should be more focused, the content more specific and responsibility for the more certain. There is, for a general agreement with the YTS, a change in policy on the part of young people opportunities to:

1. Achieve competence in a given field; 2. Be able to transfer knowledge and skills to other occupations; 3. Be able to progress into further education/training; and 4. Be able to cope with the demands of outside employment.

It is generally agreed that the YTS can be simplified with aims and that the content can be simplified in terms of outcomes. However, the YTS have yet to be held and agreed upon yet to be reached on the existing outcomes but I would not be in favour of a CPVE-type approach as one component of the YTS relating to 3. Occupational competence relating to aim 1 will be imposed on the boards. The criteria exercise was done in good faith as a basis for a common 16-plus "exercise", she said.

She said that a recent meeting between council leaders and Sir Keith had left her with the clear impression could be refined in terms of:

"We saw Sir Keith just over a fortnight ago, and despite the fact that HMI and the senior civil servants are backing us, he was on the other side - all on his own."

"He was saying: 'I remain unconvinced'. But there are no new arguments left to convince him. They have all been said."

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Evidence grows that 16-plus will be jettisoned

Nick Wood on the prospects for a common exam system.

New evidence that Sir Keith Joseph, the Education Secretary, is on the point of rejecting proposals for a common 16-plus examination came this week from one of the leading figures in the exam world.

At the same time, the Confederation of British Industry has come out in support of the common exam.

Miss Irene Whittaker, joint chairwoman of the joint council for 16-plus national criteria, said that she could confirm last week's report in *The TES* that Sir Keith was likely to retain O levels and CSEs and seek to harmonize the two.

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where we have an independent sector for education and a state sector for training. I am only glad I am getting out of education. It's a very depressing end to my career."

Miss Whittaker retires in a year. Asked if there was any prospect of a last minute initiative by the council, she said: "my new initiative will be to try education somewhere else far from these shores."

Mr John Swallow, president of the National Association of Head Teachers, said that rejection of a common exam would betray a 10-year effort to reform exams and so extend opportunities.

Behind Sir Keith's "brave words" lay the intention to segregate young people into separate strata - the academic, the technical and the rest, he said.

Dr Walter Roy, chairman of the National Union of Teachers' education committee, appealed to Sir Keith to approve a single exam.



Dr Walter Roy

It was a sound move on both educational and financial grounds and had the support of teachers and employers, he said.

"I recognize there are difficulties politically, but since all the signs are here is an unusual Secretary of State with aspects of the pioneer, I would hope he would not lose the chance to carry out a genuine educational reform."

But Mr Tim Brighouse, chief education officer for Oxfordshire, urged Sir Keith to turn his back on the 16-plus. It was the wrong answer to the wrong question, he said.

The future lay with a move away from norm-referenced exams towards criterion-referenced assessment, as signalled by Sir Keith in his Sheffield speech in January.

Such a step - which could find

practical expression in graded tests and external exams that pupils would take, not at a predetermined age, but when they were ready, plus records of achievement - would provide "a much better picture of a youngster and his achievements," Mr Brighouse said.

Pointing to developments along these lines in his own authority, London and the North, Mr Brighouse said that with the exam boards giving them currency and respectability, universities and employers would eventually come to use them to select applicants.

At the same time diminishing importance would be attached to O levels and CSEs.

Meanwhile, a letter from Sir Terence Beckett, the CBI's director-general, has assured Sir Keith that employers want to see the end of separate examinations and favour a common system provided that it maintains clear and identifiable standards, Mark Jackson writes.

The letter said it would be vital for the Department of Education and Science to undertake a campaign to make sure that everyone understood what the new arrangements meant.

CBI officials have long favoured the proposed 16-plus, but would have preferred to stay out of the argument because they believed that some of their member companies were against any change. But a few days ago the Engineering Employers' Federation forced their hand by sending Sir Keith a statement strongly in favour of a common system, which it said would bring essential improvements in educational standards. The director-general then decided to write to Sir Keith, without waiting for the formal approval of the CBI's council.

The EEF told the Education Secretary it believed that O levels and the CSE were not catering satisfactorily even for the top 60 per cent for whom they were designed, including potential university entrants, let alone those leaving at 16.

The EEF wanted a system designed to cover the whole ability range. "Poor performers at school are not necessarily poor performers at work," it said, and insisted that the system should be designed to encourage all pupils to make the most of their potential.

A degree of school based assessment with external moderation was desirable, but the federation said that until that had gained credibility the criteria should set upper limits on the proportion of course work assessed and that syllabuses with, say, 80 per cent board-based assessment should be available in every subject.

The proportion of Oxford graduates entering teaching has continued to drop, and for the first time a "significant number" failed to find a place on a teacher training course last year, according to a report by the university's appointments committee.

Of students who left last summer, 7 per cent (157 graduates) went on to teach training. This compares with 8.8 per cent of graduates five years ago (208 graduates).

Graduates with degree relevant to the school curriculum stood the best chance of getting a place, the report says, but arts graduates faced stiff competition for places.

Competition for primary teacher training was "tolerably well placed", particularly in mathematics and physical science.

The report also reveals that unemployment among Oxford arts graduates is increasing, with 10.1 per cent of women and 12.8 per cent of men without a job, or in short-term employment after leaving last year. Science graduates, however, were finding it easier to get a job.

From Sir Keith's letter it is clear that his eagerness for legislation comes from his belief that the universities cannot be relied upon to act voluntarily in the matter. Though the setting up of commissions requires an Act of Parliament they are empowered to take executive action.

Representatives of 30,000 university lecturers are today expected to launch a campaign of resistance to Government plans to end security of tenure. This call to action is likely to come in the form of an emergency motion at the annual conference of the Association of University Teachers in Manchester.

Sir Keith Joseph, Education Secretary, announced the ending of academic tenure last week in a letter to Lord Flowers, chairman of the committee of Vice-chancellors and Principals.

He said the Government was prepared to end this system by legislation. Under it commissioners would be sent to amend existing statutes. It would not apply to existing contracts but only to those signed after some future date.

Sir Keith's letter says: "I continue to believe that tenure in the strongest form in which it is enjoyed in some universities cannot be justified by reference either to the need to protect academic freedom or to the case for reasonable security and continuity of employment for academics, both of which I accept."

Neither requires that academics should be guaranteed continued employment until retiring age or until



Sound idea: clutched metal drumsticks, a young Londoner tries his hand at music-making in the new "Sound Playground" that opened last week in Islington. The playground has been set up by Interlink, an international charity which promotes integration through the arts, and contains musical sculptures made from everyday objects. Aluminium tubing has been converted into 'clanger phones' which produce chords when swung.

New youth strategy agreed

by Mark Jackson

The Government has decided its response to the 18-month-old Thompson report, which recommended wide-ranging reforms of the Youth service. It is understood that it will agree to set up a national youth advisory council, but refuse to place any mandatory responsibilities on local authorities.

The Government reply has been approved by the Education Secretary, and is now awaiting the Prime Minister's endorsement. Bottlenecks in the Department of Education and Science, where only two officials spend any time on youth matters, have been

blamed for the delay in responding to the report.

It is understood that the Government has refused to make local education authorities responsible for the coordination of statutory and voluntary youth provision. It had been expected that this would form part of new legislation on further education which has now been abandoned.

Instead, the Government is likely to content itself - though not anyone in the youth field - with commending the idea to i.e.a.s and possibly following this up with a circular suggesting how it should be implemented.

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NEWS

Nick Wood profiles Donald Naismith, Croydon's iconoclastic director of education...



Donald Naismith: accused of lacking tact.

Tertiary man's evolution

August marks an important anniversary for Donald Naismith. Still only 46, he will then have completed 10 years as a chief education officer.

As he's quick to tell you, it's been a rough 10 years: howls of protest from parents, teachers and politicians still seem to be ringing in his ears as he reflects on the exhausting business of closing and merging schools and colleges left high and dry by a recession in both the amount of available cash and the numbers of children.

Yet his appetite for the fray remains as sharp as ever. Not for nothing is his dapper figure known as "action man" in and around Croydon's Taberner House, the flinty office block that houses the education department.

The stream of documents from the town hall, for the most part penned by Naismith himself, is testimony to his reputation for hard work and an unerring ability to catch his opponents on the hop.

Over a glass or two in a local wine bar, he talks with passion, conviction and an engaging frankness about the borough's controversial plans to open up schools and teachers to much greater public scrutiny.

It's hard to escape the conclusion that he's come a long way since he was a schoolboy at Belle Vue grammar school in Bradford. From there he won an open exhibition to Cambridge where he read history and later qualified as a teacher.

He spent the next six years working as a history teacher at Crown Woods comprehensive in south London, an experience that gives the lie to his critics' claim that his hard-nosed managerial approach to the job reveals his

ignorance of life in the classroom.

The switch to administration came in 1967 with a return to Bradford and a job on the "bottom rung" of the management ladder. Within five years he was assistant education officer in charge of further education and had forged Bradford College - as it was then known - from elements as disparate as a college of education, a college of technology and an art college.

It was about this time that Naismith established his reputation as a "tertiary man" - an epithet that became even more fitting when in 1972 he moved south to the tiny borough of Richmond and established the country's only fully tertiary authority.

The 1974 local government reorganization and the move of Maurice

'I was appointed in 1974 - the year the oil ran out, the money ran out and the kids ran out.'

Gifford, his chief, to the lush pastures of Hereford and Worcester saw him climb the final rung on the ladder. At the age of 36 he moved up from deputy, becoming one of the country's youngest directors of education, a post he held for another six years before taking over in Croydon.

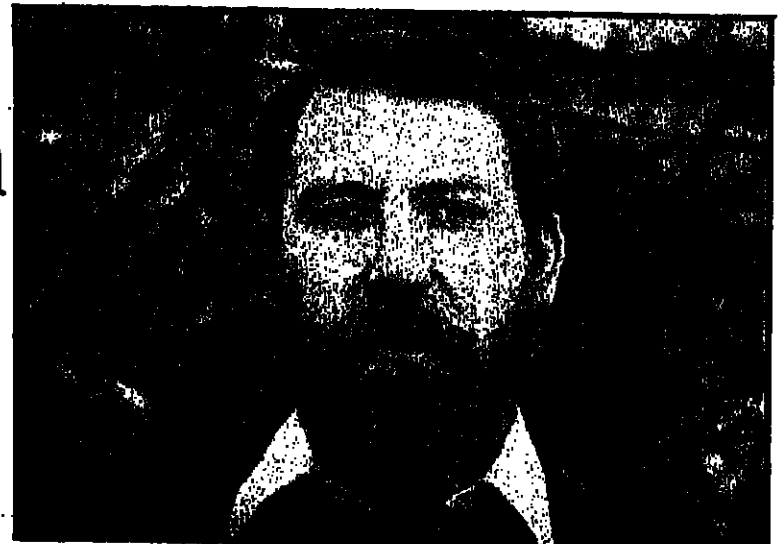
As he puts it himself: "I was appointed in 1974 - the year the oil ran out, the money ran out and the kids ran out. I am one of the new breed who have spent the last 10 years managing contraction."

His wife, Jackie, still teaches in

... and the man who is fighting his curriculum reforms

Why the opposition now has 'shadows'

Chris Lippett: "They become quite intransigent."



But there is more to it than that. The authority is also determined to bring in systematic assessment of both pupils and teachers.

It intends that every child should be tested in English and maths at three stages in his school career and the results made available to parents and councillors. Although the prime pur-

pose is to identify children who are failing to do themselves justice, Mr Naismith has said the results will also throw light on the performance of schools and teachers.

It also plans to bring in formal appraisal of teachers by their superiors. Outstanding staff will become members of "promotion groups" and will be given extra training to fit them for future managerial responsibility.

Needless to say, all of this is again-aim to the NUT. But, as at national level, the union is finding it fiendishly difficult to make its voice heard.

This shadows under Mr Lippett's eyes owe less to his job at the borough's Edenham High and rather more to the strain of keeping up with documents of "extra training" to fit them for future managerial responsibility.

The union's local officers have taken to meeting two or three times a week and taking decisions without immediate reference to the membership in a bid to keep up. Besides the curriculum and assessment proposals, which have generated the widest publicity, the local NUT is also caught up in a rolling programme of school closures and amalgamations, which is one of the most extensive in the country.

No sooner is one working party set up to respond to a new policy initiative than another is needed. There is the additional problem of circulating their ideas by members, incorporating the NUT's and drawing up a final

paper within the tight schedules set by the authority.

"There's no authority that's moving as fast as Croydon," he observes ruefully.

Nor, by and large, does he have the consolation of seeing these laboriously assembled replies influencing the authority's thinking. The NUT's few successes are limited to some marginal improvements in the way Croydon treats teachers - earmarked for redeployment and in its policy on school meals.

"When it's an issue of principle they become quite intransigent... We've argued against assessment time and time again. We don't like it and we will do all we can to stop it going ahead... There is a further dimension to the Croydon impasse. A row over whether the Professional Association of Teachers should have a seat on the education consultative committee has choked off the only regular channel of communication between the authority and its staff. Both sides blame the other: the committee has not met since 1981.

Croydon also has the dubious distinction of being the only education authority not to have a teacher representative on the education committee. With the demise of the ECC, councillors and teachers have become strangers to one another.

Mr Lippett says that the NUT's strategy has been not to reject the

authority's ideas wholesale, but to change them to accord more closely with its policy.

It has not brought success. Teachers have "zero confidence" in the local relations between the two sides - "non-existent".

Mr Naismith agrees that the union doesn't carry the clout it once did, though he stresses that it continues to make a valuable contribution in personnel matters relating to individual teachers. But on broad questions, policy the NUT is "less effective".

He goes on to lament the NUT's reliance on "blanket resolutions" determining its response to professional issues. Often, he says, the union reply to a new idea from the authority is along the lines of "first, evidence afterwards".

For all that, Mr Naismith says he appreciates the union's efforts to improve in his view. They are a total permanent, unofficial opposition.

"All administrations benefit from resistance and opposition, and particularly in an overwhelmingly Conservative borough like Croydon it is important that contrary views are put forward."

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When a change is better than a rest

by Sarah Bayliss

Primary teachers should be able to change schools for a year or two to avoid stagnation. Alternatively, where there are scarce opportunities for promotion, staff within a school should be able to exchange subjects every two or three years.

That advice has emerged from a study by the National Council for Educational Research and Training (NCELT) which has produced a report on the need for primary teachers to have a special post for language. The report points out that such teachers are a more daunting task - and the content of education must be under democratic control. The report must be handed over to the educational version of the NCELT.

Couple this with his call for the Education Act and his widely expressed irritation with the web of regulations governing teachers' pay and conditions of employment, it is easy to see why the shrewd NCELT watchers see him as an educational iconoclast, kicking down the lovingly constructed edifice of the education system and again.

Others point to his lack of tact and diplomacy as his greatest weakness. The solution is for heads to teach the school for a lesson or two while discussions take place. Another solution is to allow staff to meet during assembly or to compress the school day on that Friday afternoon or early Monday mornings are free.

Teachers and heads interviewed by the researchers said that, ideally, the language post-holder should be freed from class teaching and allowed to "float" in the school for perhaps a term. They also suggested that longer in-service sessions would be staged when schools were being used as polling stations - or even during holidays.

The researchers, Carol Donoghue and Dr Elizabeth Goodacre, explored the support given to language post-holders in five local education authorities over 18 months from 1981-83. Some of the teachers they contacted did not have the status or extra payment associated with a scale post although they did perform the duties. Advisers, teachers' centre wardens and specialist teachers were interviewed as well as heads and specialist teachers.

The background against which the research was set was partly the HMI primary survey of 1978 which concluded: "It is disappointing to find that the great majority of teachers with posts of special responsibility have little influence at present on the work of the teachers."

The research found that none of the five L.E.A.s had drawn up a model job specification for heads to use when they were making appointments, and advisers stressed that each situation was different. But advisers were in favour of written job descriptions, agreed with the head, after the post-holder was appointed.

In two authorities heads were requested to invite an adviser to interview for a post-holder and in the remaining three the adviser's presence was at the head's discretion.

Concern was widely expressed about the shortage of advisers and the fact that too often they are fulfilling a "fire fighting" role.

Copies of the report are available from The Reading Centre, Middlesex Polytechnic, Twickenham Road, Twickenham Rd, Barnet, Herts EN4 0PT.

Closure reviewed

Parents at Hove Dell primary school in Hatfield, Hertfordshire, were celebrating this week after the school was given a temporary reprieve from closure.

Hertfordshire County Council has agreed to refer the matter back to the education committee and asked that the committee, on future pupil numbers should be reviewed.

Hove Dell, which is housed partly in a Grade II listed building, was praised in the Hove Report for the way in which it applied for building and en-

Admission ruling quashed by court

by Bert Lodge

In a judgment which will have implications for local education authorities throughout the country, the High Court has quashed a decision of a schools appeal tribunal on admissions.

A Cardiff parent, Mr Dafydd Evans, successfully applied for a judicial review after the South Glamorgan schools appeal tribunal refused to enrol his four-year-old daughter, Catrin, at the same primary school as her six-year-old brother, Llyr.

Mr Justice Forbes ruled the tribunal had misdirected itself and failed to ask the right questions. The case, the first of its kind to be brought under the 1980 Education Act, must be heard again by a different constituted tribunal.

Mr Llewellyn Cule, South Glamorgan director of education, said this week they were waiting for a full transcript of the court proceedings but there was no doubt discussions with the Association of County Councils and the Association of Metropolitan Authorities would follow.

Section 6 of the Act allows parents to nominate the school they wish their child to attend and stipulates that local authorities and governors must comply

unless doing so would "prejudice the provision of efficient education or the efficient use of resources."

The tribunal maintained this was what would happen at Coed-y-Gof, a Welsh-medium school, because it was already full. But the judge said the tribunal had not properly considered whether the degree of prejudice to other children's education would be really so substantial as to outweigh the parents' right of choice.

He recommended that at the next hearing the matter should be looked into in more detail with evidence heard from the head and staff.

At the same time Mr Justice Forbes had a word of sympathy for the tribunal. "One must not be too critical. This is a new Act. They get no real guidance, it seems to me, from the procedures laid down." And he recommended these be looked at again to give more guidance to the local councils who sit on tribunals.

Mr Evans, an actor who appears regularly on Welsh language television, is a well-known champion of the language. His son was only admitted to the school last year on appeal while

Catrin, brought up with Welsh as her first language, was offered a place by the tribunal at the furthest away of Cardiff's four Welsh-speaking primary schools.

Mr Cule said it was the demand for schooling in Welsh which had prompted the case. The demand in South Glamorgan was limited to about 3 per cent for which the authority had set up four one-form entry primary schools.

"But the demand is building up in one particular area and the parents of certain pupils are saying we should extend the school," he said. "The reply of the county council is that to do that would be to prejudice all four schools."

The Cardiff branch of the Welsh Language Society last week accused South Glamorgan of having no policy on the development of Welsh. In a letter to Mr Cule it says: "The Welsh language schools are generally speaking full yet you have shown little enthusiasm for opening more. While the numbers of pupils in English language schools have fallen you have shown a reluctance to turn them into Welsh-medium schools."



Dafydd Evans and his children, Catrin (left) and Llyr.

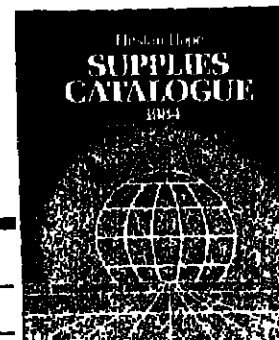
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Head calls for checks on teachers

by Nick Wood

Independent schools should follow the lead of big business and bring in formal systems for monitoring the performance of their staff, Mr Ian Beer, headmaster of Harrow, said this week.

"It seems amazing to me that we teach children to go out into an adult world which is, in the main, highly structured at managerial level through various forms of annual assessment, and yet we appear to fight shy of its introduction within our own profession."

"We have freedom to introduce schemes quickly and lead the way to help colleagues in the maintained sector", Mr Beer told a conference organized in London by the Council for Independent Education.

Quoting figures showing that teachers moving from the state to the private sector now outnumber those going in the opposite direction three to one, Mr Beer said there was a "growing divide" between the two sectors.

He called for much closer links through, for example, teacher exchanges.

He again pressed for boarding to be brought within the ambit of the Assisted Places Scheme. The scheme should be adapted so that the Government paid the tuition fees of pupils while the schools found the cost of boarding for underprivileged children.



Teachers protesting against Conservative plans for school mergers in Brent disrupted last week's council meeting, forcing the mayor to suspend proceedings for 20 minutes.

About eight teachers forced their way to the front of the chamber and remonstrated with councillors.

Outside, a crowd of 200 parents, children and teachers demonstrated against the proposals which would cut the number of secondary schools in the borough from eight to three.

They carried placards accusing the local branch of the National Union of Teachers of treachery for agreeing to cooperate with the move, which is in response to a sharp fall in pupil numbers.

One of the protestors, Mr Nick Grant, who works at the Morgan Lodge intermediate treatment centre, said teachers at the eight schools and elsewhere were angry because jobs had been put at risk without any consultation.

An attempt to overturn the NUT's policy would be made at a meeting next week, he said.

The council agreed to consult on the proposals which involve John Kelly Boys, William Gladstone High, Sladebrook, Willesden, John Kelly Girls, South Kilburn High, Brondesbury and Kilburn High and Aylestone Community School.

The outcome will be considered at a special education committee meeting on July 5.

No new race policy despite poll defeat

by Diane Spencer

Bradford's race policy is unlikely to undergo any substantial change despite the shock defeat of Labour's education spokesman at local elections.

Mr Tom Hall, deputy leader, said this week that he and his colleagues envisaged no change at all. Labour's education spokesman, John Lambert, though Mr Gilmour's defeat would not make "an enormous difference, if any."

Mr Lambert added that the policy was an all-party commitment. The race relations advisory panel, set up by Labour and the Conservatives, Mr Eric Pickles, was formally elected as the next chair of the education committee.

The chairman of the Council of Mosques, Mr Sher Azam, said he was disappointed that Mr Gilmour failed to be re-elected but thought the Asian community had a choice to make.

There could, however, be subtle changes if Mr Mike Wilson, who was seconded from an executive's office to oversee the move, was closely identified with the former chairman.

Muslim censure for London's RE syllabus

by Bert Lodge

The draft syllabus for religious education drawn up by the Inner London Education Authority has been rejected by a Muslim organization which claims to represent more than 100,000 Muslims.

A statement from the National Muslim Education Council of the United Kingdom, on behalf of nine London-based Muslim groups, condemns the assumption that Christianity should have special prominence. This contravenes the 1944 Education Act, it says.

The underlying philosophy of the syllabus which presents religion as an anthropological phenomenon divorced from belief in Almighty God, the secularist approach to teaching religion which also violates the spirit of the 1944 Act.

The encouragement of children to the absence of clear-cut detailed guidelines for the teaching of different faiths as it might lead to governors adopting a syllabus detrimental to the interests of religious minorities.

The statement calls for the draft to be amended with a wider representation of Muslims commensurate with their status as the second largest religious denomination. It also demands an amendment to the 1944 Act which would ensure that only the religion of the parents would be taught, at least in primary schools, and only by teachers of the same religion.

The Muslim groups point out that a definition of religion in the draft syllabus makes no mention of God at all and in one section Socrates is classified as a religious leader. They say that a statement, "it is taken for granted that Christianity features clearly", contravenes the 1944 Act.

Section 26 of the Act says, "the religious instruction... shall not include any catechism or formula which is distinctive of any particular religious denomination."

A spokesman for the IEA said the draft was prepared by an agreed syllabus conference composed of four committees including, as the Act requires, one committee representing religious denominations. Out of 15 members, seven non-Christian faiths were represented by one member each, including Islam.

The other three committees represent the Church of England, teacher associations and the local authority.

The spokesman said the Muslim objections would go back to the conference for consideration. The final draft would have to go before two subcommittees, schools and race relations, before being recommended.



Mike Brooke (left) and Michael Rogers, one of the students who found the mineral.

Sixth-formers from Queen Elizabeth School in Wimborne, Dorset, have literally broken new ground in British geology. A mineral picked up on a rock-collecting expedition in Cornwall has since been identified as Copalite, common in the Atacama Desert of central Chile but never before found in Britain. The mineral is a small patch of yellow crystals coating a rock.

"We kept it in a basket for months, but when I got around to looking at it I realized it was something different," said geography teacher Mike Brooke, who led the field trip. He sent the rock to the Natural History Museum in Kensington where excited mineralogists made the identification.

'Think tank' recommends larger role for parents

State-financed schools should be run by elected boards of parent-governors, with headmasters in the role of fixed-term "chief executives", according to a report out this week.

The Adam Smith Institute, a market economics research "think tank", also suggests radical changes in the way state schools are funded and more competition between schools.

The institute sees a need to restore what it calls "consumer sovereignty" in education. The first step would be elected school boards, mostly of parents but with the headmaster, teacher representatives and members of the local business community as non-voting members.

The parent-governors would employ the headmaster and staff at salary levels to be determined by each school board.

Heads would be employed on fixed-term contracts of perhaps five years, subject to review. They would also be expected to make annual assessments of teaching staff, negotiate their terms of contract, and have the power to suspend or dismiss teachers.

The report adds: "The local education authority would lose control over all these matters, although its advice might still be valuable to the new boards."

The institute proposes funding schools through a fixed grant for each pupil. Minimal extra grants might be available for schools with special problems.

Omega Report on Education Policy, available from ASI, PO Box 316, London SW1P 3DJ, £5.80.

Classes threat

Adult education classes for British servicemen serving at home or overseas could be cut in a rationalization of military support services announced in this week's annual Defence White Paper.

At present army, navy and air force education corps are run separately. The Ministry of Defence is anxious to make savings by streamlining support units and the three corps are likely to be combined.

The streamlining will not affect any children's education services.

Cambridge to consider big entrance changes

by Virginia Makins

Cambridge University may be set to trump Oxford, by bringing its entrance procedures much more closely in line with A levels than the new procedures agreed by Oxford colleges last November.

The new proposals for Cambridge will be discussed by the working party of college tutorial representatives next Friday, before being sent to the colleges for detailed scrutiny.

The proposal is to scrap not only the seventh term special entrance exams, but also the fourth term exam. Entrance would be based on a sixth-term exam that would replace the present S levels.

Candidates would sit a maximum of two papers, based on the common cores of the A level syllabuses, just before their normal A levels. The new S level papers would be administered by one or more GCE boards, but with "substantial involvement" by the university.

The new papers would be designed to provide additional information for conditional offers. Some candidates could still get conditional offers on A level grades.

In November, Oxford decided to abolish the special entrance exam taken in the seventh term of the sixth form - and liked by public schools who could lay on a special "Oxford term".

But they kept a special entrance exam for sixth-formers in the fourth term, as one option for Oxford entrance. A second option would depend on A levels and an interview - and, in some cases, extra written tests.

The Cambridge tutors who drew up the new proposals also sent a questionnaire to the heads of every school that submitted candidates to any British university. Of the 4,530 heads in the survey, 2,139 replied.

The results showed that 59 per cent of heads were in favour of the complete abolition of the special Cambridge exam, and entrance procedures based on A and S levels; 31 per cent were against abolition. Comprehensive heads were most strongly in favour, with 70 per cent supporting abolition - but 34 per cent of independent school heads were also in favour.

If there had to be a special Cambridge exam, heads favoured one in the sixth term.

If the new Cambridge scheme approved by the colleges by October this year, it could be introduced in 1986.

Dr Oliver Taplin, of Magdalen College, Oxford, who was at the time of the new Oxford proposal, said that if Cambridge was to do that, while the advantages of the new scheme would be obvious, the two universities would have come together on their entrance procedures.

He maintained that the abolition of the special entrance exam, as marked by tutors, was that could demonstrate "flashes of ability" even when they had not been taught.

UGC survey shows drop in student total

Spending cuts meant that about 100,000 fewer students were able to go to university in the autumn of 1983, report by the University Grants Commission has revealed.

A cut of about 7 per cent in resources per student was announced in 1981. One result was that universities were forced to set higher admission standards to reduce their intake.

The UGC's annual survey showed that if the standards of 1979, before the reduced levels of funding, had been applied in 1982 about 11,000 more young people would have been admitted.

According to the survey there were 295,394 full-time university students at the end of 1982, a drop of 4,800 from the previous year. The UGC is to enter consultations with Sir Joseph, the Education Secretary, on a strategy for higher education in 1984.

Enforcing equality

Parents or parents who think their child is guilty of sex discrimination should write to the head. If that is unsuccessful, they should protest to the governors, and then the local education authority.

If unlawful discrimination is suspected, the Equal Opportunities Commission should be told, according to an information issued on sex discrimination in education issued this week by the Advisory Centre for Education. The sheet costs 50p and is available from ACE, Ltd, 181 Victoria Road, London E2 9PB.

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The London Gay Teachers' Group tomorrow celebrates its first 10 years with a national conference due to be addressed by Mrs Frances Morrell, the leader of the Inner London Education Authority.

Indeed, it was her predecessor then Mr (later Sir) Ashley Bramall, who made a ringing declaration in July 1974 that the authority did not, and would not, discriminate against gay teachers.

But within six months the newly-formed group (there is still no national grouping) found that these words were, mostly, just words. For in early 1975 a gay teacher, Mr John Warburton, was dismissed by the authority for allowing classroom discussion of his homosexuality.

The long campaign that followed became a cause célèbre in the gay liberation movement, and attracted widespread concern among London's teachers. At one point a petition supporting John Warburton and signed by 4,000 people was handed in to County Hall. But it was not until ILEA's new Labour administration arrived in 1981, with its strong equal opportunities platform, that he was offered reinstatement. Even so he is still working as a postman.

Even at the height of the campaign in support of him, the mailing list of the gay teachers group never rose above 2,000 and soon slipped back.

Membership today hovers around 40, much the same number as turned up to an inaugural symposium for gay teachers in 1974, organized by the gay magazine *Sappho*. Many teachers still prefer to hide their homosexuality, it seems, for fear of professional repercussions.

Once the John Warburton issue subsided, the group retained a relatively low profile, gearing up for two



Peter Bradley... debate shifted

further campaigns: one in the late 1970s to help fight - and win - the case of a Leeds student, Geoff Brighton, whom a doctor refused to pass fit for teaching on the grounds of his homosexuality; the second was at last year's National Union of Teachers conference in Jersey.

Homosexuality is still banned in Jersey and the group mounted a volatile protest against the venue, which culminated in its secretary, Mr Peter Bradley, protesting from the rostrum against the formal vote of thanks to the States of Jersey at the end of the conference.

"Jersey actually did us a lot of good," says Peter Bradley. "I think a lot of people had thought we were just irresponsible trouble makers speaking about irrelevant issues. But on the last evening two members of the Jersey delegation came up to us and said they 'had one about making it within our own rules'."

Nevertheless, he feels only small progress has been made during the group's first 10 years in helping to produce a climate where gay teachers

Coming out still a risky business

Hilary Wilce assesses the first 10 years of the London Gay Teachers' Group

can live and work openly.

Peter Bradley worked for three years before telling colleagues he was gay. "It was hell," he says. "I used to hear remarks passed in the staffroom about television programmes and things and I'd feel myself blushing and be petrified people would notice. I would never want to go back to that."

But he says he would still keep quiet about being gay if going for a new job, even though in his present job at Holland Park School, west London, he is open with staff and pupils alike.

"Education is obviously always going to be a sensitive area. It's not necessarily difficult to be a gay dustman or whatever these days, but when it comes to teaching a lot of people have the attitude: 'I don't mind them but I don't want them teaching my children.'"

Much of the group's time and effort is spent in supporting lesbian teachers (just under a quarter of the group are women) with informal monthly meetings and telephone advice.

"I suppose the most common legal

problem we have to deal with is male teachers who ring up and say they have been arrested for indecent exposure. Peter Bradley says: "It might be nothing whatever to do with their jobs. And it is a criminal offence. Obviously, no education authority going to condone it, and the teachers group doesn't condone it."

Other help is given to teachers looking for ways to "come out" of school. The commonest advice they should tell friends on the staff and proceed from there. Another common problem is having to handle the kind of "what to whom" questions from pupils. Peter Bradley says: "I just try to not go to answer that. I would talk about my sex life if I were married."

Members also feel they have to press for a climate in schools where homosexuality is accepted, without lobbying for gay literature in a school library or ensuring the counselling telephone number is available where pupils can seek it.

It is, says Peter Bradley, a difficult for a teacher in London to "come out". He adds: "Even if I think the group and the gay press has shifted the ground of debate about television programmes and things and I'd feel myself blushing and be petrified people would notice. I would never want to go back to that."

Local education authorities do encourage the formation of gay and lesbian pupil groups, and have statements about the treatment of homosexuality in schools, according to the London Gay Teachers' Group.

In a survey of about 400 homosexual teenagers in London, aged between 16 and 20, the group found that only 10 per cent said that homosexuality had been discussed in a helpful way at school.

Homosexuality, where mentioned at all, came up most often in English lessons, the teenagers reported. Religious education and biology lessons were the next most likely subjects. Occasional mentions were made in general studies, social studies and education lessons.

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IN BRIEF

School for deaf to close

The Royal School for Deaf Children in Edgbaston, Birmingham, the second oldest school of its kind in Britain, is to close after 172 years.

The school, which is run by a charitable trust, will close on December 31 because local education authorities claim they can no longer afford the £7,500-a-year fee. Existing pupils will be sent to other specialist schools and the 34 staff will have to find other jobs.

Mr Timothy Smith, chairman of the school's general committee, said: "It's a sad day. I don't think there is any possibility at this late stage of the school being saved."

Silent suffering

More than half a million British schoolchildren are suffering from deafness without their parents and teachers realizing it, according to the National Deaf Children's Society.

In a statement issued to mark National Deaf Children's week, the society warns that many thousands of children may be "deaf and not deaf".

The main cause of hearing problems is secretory otitis media, commonly known as "glue ear". This condition is thought to be caused by the malfunction of the eustachian tubes resulting in a build-up of fluid in the middle ear.

Cuts deplored

Representatives of 7,500 parish, town and community councils in England and Wales belonging to the National Association of Local Councils have passed a motion deploring cuts in education spending and increases in pupil/teacher ratios. The resolution from the association's annual conference in Plymouth is being forwarded to the Education Secretary.

Liberal defector

The new chairman of the Federation of Conservative Students is Mr Marco Head Glendening, a former Liberal Party activist who switched to the Conservative Party because of the "intellectual attraction" of Mrs Thatcher's ideas. Mr Glendening, 24, is a postgraduate student at Warwick University.

ISIS chairman

Mrs Pauline Mathias, headmistress of More House School, London, has succeeded Mr Brian Rees, former head of Rugby School, as chairman of ISIS - the Independent Schools Information Service. Mr Rees, who has been chairman of ISIS since November 1982, has resigned through ill-health.

Micro programme

Every primary school in Britain will have at least one computer by the end of this year, the Government announced this week. Secondary schools already have four computers each on average.

Franks to retire

Lord Franks (pictured below) is to retire as chancellor of the University of East Anglia from the end of this year. Lord Franks, who is in his eightieth year, is a former British Ambassador to the United States and former pro-rector of Worcester College, Oxford. He chaired the Falklands inquiry in 1982.



NEWS

Men banned from teachers' centre

by Hilary Wilce

A London women's education group's decision to ban men from using its premises or resources has placed a question mark over the renewal of its Inner London Education Authority grant.

A full report on the project - the Women's Education Resource Centre, run by the Women in Education Group - has been called for and will be discussed next month.

Some of ILEA's senior officers are unhappy about using public funds to back a project which only half of its

teachers will be able to use.

The centre, in central London, offers advice and materials to teachers and other educationists trying to combat sexism. Last year its grant was split between ILEA and the women's committee of the Greater London Council.

Last autumn the 13-strong collective which runs the centre decided to exclude men from using it. One of the three full-time workers, Ms Marilyn Hayward, said only one or two men had used the centre during its first year.

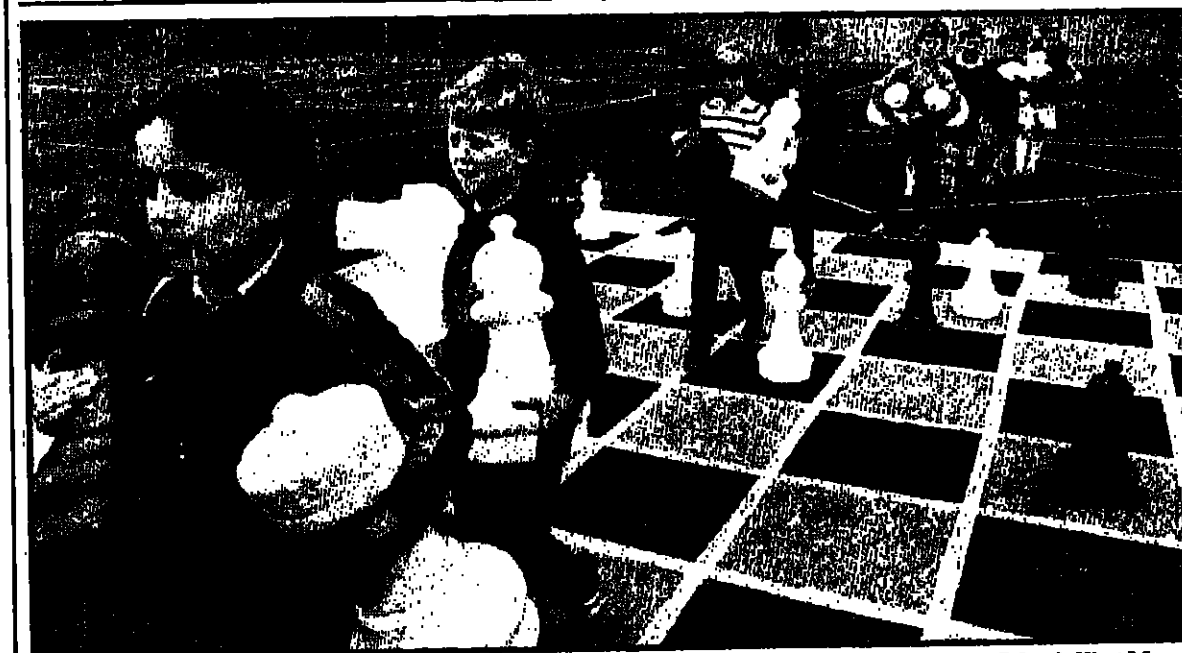
But, she added: "We wanted to make the statement that it is important to have a women-only space. It was a question of principle, a political principle."

The centre is housed in a room at ILEA's drama and tape centre. Among plans for future developments are lessons in self-defence for women teachers, specifically geared to the kind of problems which arise in schools.

The centre amended its constitution so that it could lawfully operate as a

women-only organization under Section 34 of the 1975 Sex Discrimination Act. Earlier this year it applied for a grant of £70,000 from the GLC and the ILEA, to continue its work and to expand to take on another full-time worker. The GLC approved a grant of £35,000 conditional on the money being matched by ILEA.

The ILEA report will go before the equal opportunities subcommittee on June 13, when a final decision will be made.



Giant strides: This new chess set has created greater interest in the game among pupils at Oakhurst First School, West Moors, Dorset. More children have joined the chess teams since the ten-foot square board has been marked out on the playground.

Projects for adult jobless

Unemployed adults will benefit from two development projects that are to be set up at a cost of £250,000 this year, Mr Peter Brooke, junior education minister, told a conference in Essex last week.

The projects are part of the three-year, £2.5m education initiative for the adult unemployed announced in the House of Commons in March.

The Further Education Unit will get £150,000 to organize curriculum development programmes and the National Institute of Adult Continuing Education will receive £100,000. NIACE will employ a team of field officers who will operate in much the same way as those of the Adult Literacy and Basic Skills Unit or PICKUP agents, he said.

Mr Brooke, was speaking at the annual conference of the Association of ILEA Principals and Vice-Principals in Theydon Bois.

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SCHOOL TO WORK

Training or trouble, warns Prior

by Hilary Wilce

A youth training scheme is vital to meet Northern Ireland's special problems, Mr James Prior, the Ulster Secretary, told educationists from 20 European countries meeting in Belfast this week.

He told a Council of Europe conference on youth training: "We must find something to keep them interested, to keep them on our side, something to keep them away from the problems they would otherwise get into."

The special circumstances of North-

ern Ireland had led to important initiatives in this area, he said, notably the Youth Training Programme.

Mr Adam Butler, Minister of State for Northern Ireland, said the province offered a case study of a comprehensive youth training scheme. Two important elements were the strong technological component of much of the training and the chance given to every trainee to work in conventional employment.

Mr Michael Murphy, chief officer of the Association of Education and Library Boards, said the experience of the YTP had important implications for compulsory schooling and had pointed up the need for a complete review of the secondary school curriculum. All secondary schools in the province had been asked to examine their curriculum for the 11 to 16 age range.

See also "Subsidy for Youth" below



Youth aims: young demonstrators throw rocks at police during protests in Brussels this week over growing unemployment. Among a crowd of 10,000 which took to the streets there were 10 arrests and eight people injured.

Training strategy faces strong new foes

The Government's strategies for training and vocational education are facing a growing challenge. This signals an end to the broad consensus on which hopes of rapidly modernising the training system have until now been based.

The immediate challenge to the Government's plans is the unexpected solid and sustained refusal of the local authority associations to go along with its decision to hand over a large part of college funding to the Manpower Services Commission.

But beyond this is a growing scepticism about the value of the Commission's whole approach to training as expressed in the Youth Training Scheme and its Government-approved adult training strategy.

Doubts about the Commission's approach have long existed among some educational organizations, unions, and youth bodies. But they have been largely negative in their criticisms.

Now that the Government is making it plain, both through its latest training

White Paper and the direction in which it is pushing the YTS, that it plans to make employers' interests the paramount consideration, the resistance is spreading to circles which together represent a serious challenge.

Among those who now question the Commission's approach are some senior officials of the further education bodies, local authority officers, some leading industrial training managers, politicians at local and national level, and a growing number of voluntary agencies and teacher groups.

By bringing their expertise to bear, they are changing the nature of the challenge to the existing official strategies. In private working parties and at public conferences they are beginning to hammer out alternative objectives and policies.

These groups accept that there is no point in training people unless there is a reasonable likelihood of jobs for them, and propose that training must be closely linked with measures - primarily locally directed - to create jobs.

One of their main fears is that the Government, while leaving employers to decide what training they choose to give to their workers, will do little to help the adult unemployed to raise their prospects of employment. Mr Barry Sherman, shadow education minister, and one of Labour's education team, has set up a working party which hopes to review the policies and develop them into a programme for a future Labour government.

to be headed by an educationist and representing the authorities, examines the whole position of local education and the way it runs.

The ACC is due to meet Sir John Joseph next week, but it is unlikely he will budge. He has already told AMA that ministers are too busy for results to wait for a review to report.

The Government may not wish to offer a way of retreating without much loss of face, when the Manpower Services Commissioners meet to discuss the White Paper plan.

The Commissioners could take the view that the preliminary exploration by their officials show that it would be completely impracticable to attempt to implement the proposed fully arrangements without the cooperation of the authorities and in the teeth of the declared intention of college principals to resist it.

It would be easier for ministers to accept recommendations for a review of the kind that the local authorities are suggesting if they came from the man of the MSC.

But sources close to Sir Keith Joseph, the education minister, say that the ministers are flushed with the "tenor spirit" following the victory over the unions at GCHQ. They are prepared, it is understood, to take money away from the rate support grant and simply keep it if the colleges refuse to take it through the MSC.

The ministers have been told of the destructive effects that might result, but believe that they must nevertheless overcome the challenge to their policy at will.

Ministers fail to breach local authority front



Gareth Daniel

only be effective if it is backed by the creation of more jobs.

Mr Eric Winterbottom, of TASS, the white collar section of the engineering union, said that there was still a trend, displayed in the Technical Vocational Education Initiative, for industry and Government to concentrate on producing "little bricklayers and little plumbers" to the detriment of individual development.

Mr Gareth Daniel, the board's chairman, told the conference that until now there had been a lack of serious debate about the nature of training. "It's a highly political issue and we need to start developing in practice a concrete alternative to the present policies."

The ACC is now backing the AMA's proposal that the White Paper plan should be shelved while a review body,

Ministers now face the prospect of plunging colleges into impoverishment and contraction if they persist in their declared plan to hand over control of much of their funding to the Manpower Services Commission.

The Education Secretary's confidence that there would be a cooling of the initial noisy outrage of the local authority associations at the plan (sprung on them in this year's training White Paper) is shattered by the unexpected decision of the Tory shires to hold out.

On Friday the Association of County Councils resisted the appeals of party loyalists to support their ministers and resolved to stand with the Association of Metropolitan Authorities in refusing to cooperate with the Government's plans.

The ACC is now backing the AMA's proposal that the White Paper plan should be shelved while a review body,

prepare them for one of several jobs in one of the 11 defined groups. Thus, for the purposes of the scheme, agriculture, horticulture, forestry and fisheries are placed in the same category and the subsequent training could lead on to jobs in such areas as animal care, fish farming, market gardening and working in parks, gardens and zoos.

However the National Association of Careers and Guidance Teachers has expressed reservations about the tendency of managing agents to maintain a rather narrow job training programme. Meanwhile to help teaching staff, each school has now received a very comprehensive teaching pack on occupational training families complete with questionnaires which can be photocopied and used with the fifth years.

The need to keep a broad choice at 16 cannot be stressed enough, particularly to parents who often show concern when a son or daughter has not decided on a career before entering the sixth-form or an FE college.

Surrey University's recently published Careers Service Report would show them the various job areas that have entered - often quite surreptitiously - their disciplines.

On the topic of graduate employment it is interesting to note the success of the women graduates in agricultural engineering at Silsoe College (Cranfield Institute of Technology) at Bedford. Over the past 10 years, they have gone into a wide range of specialisms including resource planning in Zambia, research and development and research in the Civil Service, and resource planning and soil and water engineering with the Ministry of Agriculture.

Finally, earlier mention of the National Association of Careers and Guidance Teachers reminds one that an annual conference (open to non-members) takes place at Whitehead College, Rochampton Institute from 12 to 14. The theme this year is *Guidance education in a changing society*. It is being organized by Mrs J. A. Evans, 37, Plum Lane, London SE18.

National policies under fire at GLTB conference

The Greater London Training Board, threatened with abolition along with the GLC, hit back at the Government last week with a conference for critics of national training policies.

Three hundred training experts, youth training scheme managers, trade union leaders, community workers, and local government representatives reviewed the Government's programme and discussed alternative policies.

Mr Keith Ebbett, vice principal of Hounslow Borough College, thought the board and others were accepting an MSC propaganda view of training. He said: "There is no sort of training which is divorced from education and no sort of education which is divorced from training."

Professor Gosta Rehn, from Stockholm, said Sweden's equivalent of the MSC (the Labour Market Board) had been crucial in enabling its government to tackle inflation while keeping down unemployment.

It had a wide-ranging brief to intervene, stepping in whenever a major plant closed to decide together with

local authorities, trade unions and others - whether to retrain the workers, bring in new industries, or help workers move to jobs in other areas.

Training for the 16 to 19-year-olds was mainly in school with vocational courses linked to work experience. One per cent of the adult workforce was always in retraining on government courses.

But Professor Rehn doubted whether the Swedish approach would work in Britain. "I am not sure people have the background or attitudes to make it work, he said.

Mr Paul Lewis, director of Youthaid, insisted that training must be for jobs, opposing some of the community project leaders who believed that soaring unemployment was inevitable in a high technology society.

Training and education must concern themselves with helping people lead more fulfilling lives, but in our society work determines income and status. "However, we know that training now only increases competition among young people for jobs, so it can

Subsidy for youth jobs

So many 17-year-olds in Northern Ireland are refusing the Government's offer of a second year of youth training that radical revisions have had to be made to the province's programme, writes Hilary Wilce.

From this summer, instead of 17-year-olds returning to spend another year as trainees on a weekly allowance of £25, employers will be given an incentive to take them on as employees.

Employers will be paid £25 a week for each 17-year-old they recruit, providing they offer a job with training, day release, and a weekly wage of up to a maximum of £50. The grant will last for a year.

The difficulties encountered by the Northern Ireland authorities will be closely monitored in Britain, where ways of providing a further year's training for youngsters leaving the Youth Training Scheme are not being examined.

The province's scheme got off the ground a year ahead of the YTS and is meeting problems. Last year about 3,500 17-year-olds took up a second year under the YTP, about 1,000 fewer than were expected. It is hoped about 5,000 17-year-olds will be offered jobs this year.

A spokesman for the Department of Economic Development, which runs the YTP in conjunction with the Department of Education, said 17-year-olds had been rejecting a second year of training because they saw no hope of a job ahead. It was thought that the changes would provide a more positive transfer to employment.

The YTP aims to provide vocational education, training and work experience for those of the province's 60,000 16 to 17-year-olds not in full-time work or education. Forty-one per cent of young people under 25 are jobless in Northern Ireland.

Careers Diary



by Brian Heap

One of the features emerging from the Youth Training Scheme is the concept of training linked to occupational families in which jobs with common elements are grouped together. Those on the job are best suited to their interests and needs and one which will

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NEWS

Open University Press

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Suzanne Cooper

SCHOOL APPOINTMENTS
Mr Richard Stainton, formerly acting deputy head of Rosendale Junior school, south London, to be head of Ashby Mill primary school, Lambeth.
Mrs Suzanne Cooper to be head of Canberrra Infants school, west London. She was formerly deputy head of the school.
Miss Kathryn Hall, formerly acting head of St Barnabas Church of England primary school, south west London, to be head of St Augustine's Church of England primary school, north London.
Mr P. LaRoy, housemaster at Radley College, to be head of Monkton Combe junior school from September. He succeeds Mr J. Coates, who is leaving to become secretary of the Incorporated Association of Preparatory Schools.
Mr James Parker, head of Queen Elizabeth Grammar School, Wakefield, to be head of Manchester Grammar School on the retirement of Mr David Meland next year.

ADMINISTRATIVE APPOINTMENTS
Lieutenant Colonel Sir J.C. Brooke Johnson to succeed Sir Anthony Jolliffe as chairman of the Drake Fellowship.
Mr David Tinsley, Birmingham's education officer for further education, to be head of the Open Tech Unit, Manpower Services Commission.

AWARDS...

Stella Donoghue from Mount Merrion, County Dublin is the winner of the World Book Career Foundation Awards held at the University of Aston in Birmingham. The five finalists had to explain to a panel of judges how they would use a cash award to further their career. The schools of the finalists have been awarded grants of £100 for the purchase of careers materials.

CONFERENCES...

May 19
The History of Children's Literature: day conference at Dippy Stuart College, Roehampton Institute at 10.30am.
Speakers: Gillian Avery on Children's Books in Nineteenth Century England and America, and Nicholas Tucker on Change and Continuity in Children's Literature (the Anne Leighton Pearce Memorial Lecture). Details from the Reading Centre, Dippy Stuart College, Roehampton Lane, London SW15 6PH.

June 9
A one-day conference for teachers of Punjabi at Middlesex Polytechnic Multicultural Study Centre, White Hart Lane, London N17. Further details from S. Attariwala, 57 Fernside Road, London N15, or H. Smith, Middlesex Polytechnic.

June 16
The Role of History in Development Education - A Case Study of the Indian Sub-Continent: one day conference at Birmingham Development Education Centre, Selly Oak Colleges. Speakers include Professor Gordon Balho, Mr Shah, Mr Richard Tames, Mr Steve Ashton and Mr Derek Merrill. Details from Hilary

Strudwick, Centre for World Development Education, 128 Buckingham Road, London SW1W 9SH.

June 21-22
Adults in Education: Cooperation and Development: a conference at the University of Stirling on recent developments in continuing education organized by the Scottish Institute of Adult Education. Details from SIAE, 30 Rutland Square, Edinburgh EH1 2BW.

July 9
Women, Technology and the Future: a conference organized jointly by CRAC, the Engineering Council and the Equal Opportunities Commission at the Great Western Hotel, London for industrialists, educational administrators and teachers responsible for structuring training opportunities for young women. Fee: £39.95. Details from the Conference Office, CRAC, Bateman Street, Cambridge CB2 1LZ.

July 9-11
Challenging Images of Community Involvement: organized by the Advisory Service of Community Service Volunteers and the Voluntary Service Unit. It will bring all secondary schools in Kent operating a wide range of community programmes. The conference will be held in Devonshire Hall, Leeds. Booking details from Brenda Hat, Advisory Service CSV, 237 Pentonville Road, London N1 9NJ.

EVENTS...

May 24-July 7
Young British Architects: a selection of work will be on display at the Design Centre, 28 Haymarket, London SW1, as part of the National Festival of Architecture.

June 5
Minds of Their Own: an inaugural lecture by Hazel Francis, Professor of Educational Psychology, at 5.30pm at the University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Admission is free and without ticket.

London Wall Walk
A route around the City Wall and Debra from north of the Tower of London to the Museum of London at London Wall will be opened to the public from May 21. The scheme, devised by the Museum of London, consists of information panels at 21 points along the wall. The second edition of the Ordnance Survey map of Roman London, *Roman London: A Descriptive Map and Guide*, incorporates the route.

COMPETITIONS...

Young Wildlife Photographer of the Year
Entry forms are now available from the Natural History Museum, Cromwell Road, London SW7 5BD, main Prudential Assurance offices and the May and June issues of the *BBC Wildlife Magazine*. There are four age categories for eight-year-olds and under, 9 to 14-year-olds, 15 to 17-year-olds and 18-year-olds, with two prizes in each, as well as the Prudential Assurance Award and a top prize. A selection of entries will be exhibited at the Natural History Museum. Closing date Jan 29.

RECENT PUBLICATIONS...

Comprehension and Research Skills - a classroom handbook by D. Gregson and S. Thewless published by the National Association for Remedial Education. It contains a selected list of nearly 200 published books and materials with details of the features of comprehension and research one seeks to teach and practice. It is obtainable from NARE, Central Office, 2 Lichfield Road, Stafford ST17 4JX, price £1.60 plus 40p postage.

Keels Mathematical Education Publications: two new titles have been published: *Calculator topics for sixth formers* and *A simple introduction to numerical methods*. Both are available, price £1.95 post free, from the Department of Education, University of Keele, Keele, Staffordshire ST5 5BG.

Treasure Chest for Teachers: a guide to resources and services available to teachers and schools. Five sections and organizations providing services and materials for schools; resources related to individual countries from embassies, legations etc; resources from commerce and industry; places to visit, arranged alphabetically under county headings; and educational equipment manufacturers, suppliers, publishers and publications. The book is available from the Teacher's Publishing Co. Ltd., Derbyshire House, Lower Street, Kettering, Northants NN16 8BB. Price £3.50 including postage.

Compiled by Mary Quickshank

NEWS

Lab explosion
warning over
pencil sharpeners

by Nick Wood

The humble pencil sharpener has emerged as the latest and most unlikely hazard in the school laboratory. Curious children have taken to heating them in Bunsen flames with alarming results. Many sharpeners - in particular light, silver grey ones from West Germany - are made of magnesium and they explode violently when subjected to such impromptu experiments.

Now the Association for Science Education has warned teachers to watch out for children who decide to take science lessons into their own hands. The warning follows incidents in schools in which the sharpeners "suddenly ignited and disintegrated violently throwing out burning metal which damaged benches over an area

of several square yards", says the association.

"These small sharpeners normally identified by the mark 'West Germany' have a body which appears to be made entirely of magnesium. Attempts to ignite even small pieces sawn off these pencil sharpeners could be dangerous."

Mr Richard Turner, ASE assistant secretary, said the association was not calling for the sharpeners to be taken off the market.

He added: "That's probably an over-reaction. They're not a hazard until they're heated up in a Bunsen flame. You don't expect to put them in flames - and most normal people don't. There's any number of things which, if heated in a Bunsen, could be a hazard."

Private cleaning reviewed

Birmingham's new Labour council is to carry out a review of privatized cleaning services in 50 of the city's biggest schools.

Under Conservative control, the council signed a £1.17 million contract with a local firm to clean the schools, along with 12 primaries on the same basis.

The rest of Birmingham's 450 schools are cleaned by the council's own workforce under an agreement which involved shedding 850 cleaners last year.

Labour is looking at ways of returning the whole cleaning operation to city council control. One possibility is that the contract, which has 2½ years to run, may not be renewed.

But the council is also taking legal advice to see whether the contract can be declared void. Since the privatization last October headteachers have complained about inadequately cleaned classrooms and lavatories.

Labour's education chairman, Mr Marwood Brown, said: "Labour does not normally favour privatization and we are looking closely at the contract."

Ryhope progress welcomed

by Sarah Bayliss

Sir Keith Joseph, the Education Secretary, has written to Sunderland education authority welcoming the progress which Ryhope comprehensive has made since it was the subject of a complaint to him by a local councillor.

In the letter, which replies to a report on Ryhope sent to the Department of Education by the school's governors last December, Sir Keith says he hopes the staff and pupils "can now look forward to a period of consolidation".

Mr Richard Copland, the headteacher, said this week he was "absolutely delighted" by Sir Keith's response to changes at the school. "There have been no violent u-turns, but there is no doubt that a complete re-examination of the school's methods and policies has led to some very worthwhile improvements."

Eighteen months ago the Department of Education and Science directed that the quality of education and management at Ryhope must improve. Earlier the school had been the subject of a critical HM Inspectorate report and a majority of the staff had passed a vote of no confidence in the head, Mr Richard Copland. At the peak of the crisis a local councillor made a formal complaint to Sir Keith about indiscipline.

Following the DES directive the school's governors, equivalent to Sunderland's schools subcommittee, drew up an 18 point plan which Mr Copland agreed to implement or face the sack.

This week Mr Tom Scott, chairman of Sunderland's education committee, said he was satisfied that most of the 18 points had been implemented or were being worked on.

Teachers' leader attacks 'trendies'

"Trendy" and "scruffy" teachers have been attacked for being a bad influence on their pupils by the general secretary of the Association of Career Teachers.

Miss Penelope Yaffe said she believed demands for pupils' rights and pupil power were initiated not by children but by "some of our more trendy colleagues."

Miss Yaffe told the ACT annual conference at Great Malvern, Worcestershire: "I am convinced that children are being fed these ideas by some of those who are responsible for their education, and who abuse their own professional status."

She said the attitude of some local education authorities did not help either. In her own authority, Leicestershire, school uniform and corporal punishment had been abolished, and it was now almost impossible to suspend a child.

The system of prefects had gone and there were no school rules, only "codes of conduct". Children were referred to as "students" and everyone was on first-name terms, Miss Yaffe claimed.

School let

The Inner London Education Authority has been forced to rent an empty school from a neighbouring authority to provide a temporary base for 800 girls from Mayfield School in Putney, West London, which has been partly closed while urgent work to remove white asbestos is carried out.

The ILEA, which is still negotiating the rent for Pelham High School in Merton, has found asbestos in the hall and 10 classrooms at Mayfield.

Mayfield School, one of London's first comprehensives, was scheduled to close but will instead be used as a sixth form centre.

"In one particular school, many of the staff look like drop-outs; they wear political badges; their clothes are scruffy; they try to influence the children politically, and the constant topic of the day seems to be CND or Greenham Common."

"The children just don't have a chance. They don't know what has hit them, and the few who try to disagree have a pretty thin time of it, from all accounts."

Miss Yaffe said she was convinced that many children were now being deprived of a very important right - the right to be children. "This is a cruel deception and a cheat on the part of those who are perpetrating this abuse of their professional power."

To many children their teacher was the only hope for the future, she said. "We should therefore seek to justify the hope these children have in us."

The ACT is a small teacher organization which was set up 10 years ago when a group of teachers, led by Miss Yaffe, broke away from the National Association of Schoolmasters/Union of Women Teachers.

Copy promise

The Publishers' Association has said that Manchester University has given it "comprehensive undertakings" to prevent the unauthorized photocopying of written publications.

The undertaking follows allegations that "substantial" quantities of copyright material have been photocopied without authorization in university departments.

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Science focus — with modest spending

CANADA

**Peter David on a
Government call to
improve standards**

Canada is the latest country to have joined the cry for sweeping reforms of science education. After four years of investigation, the Science Council of Canada has issued a major report detailing serious deficiencies in teacher training, school curricula and science textbooks.

It wants the federal government and provincial ministries of education to cooperate in a plan to improve standards, increase the amount of time spent on teaching science and technology, and encourage girls to keep up their science education longer.

The report says that most teachers at elementary schools are inadequately prepared for science teaching — textbooks oversimplify their presentation of science — and Canadian children learn "virtually nothing" about the accomplishments of science in their own country.

Dr Stuart Smith, the science council's chairman, said better science education would improve Canadian perceptions of science and technology. He added: "These are the new basics of contemporary society and each of us must recognize the urgent need to prepare the nation's students for tomorrow's skills and knowledge."

A principal finding of the report is that in most primary schools teachers do not regard science as an essential subject. Although most provincial ministries of education say science should be taught in all schools, primary teachers tend to give it "token" treatment or claim that it is somehow integrated in other classroom activities.

According to the science council, however, the notion of integration is far too vague. It wants science taught as a specific subject in primary schools for at least 45 minutes every day, although it concedes that it would be unrealistic to staff primary schools with science specialists.

Unlike the National Science Board in the United States, which called last year for massive expenditure and the creation of a network of "model" schools for science education, the Canadian report says significant achievements are possible with modest spending focused on existing institutions.

Of its 45 specific recommendations, more than half can be implemented with no increase in public spending, the report claims. The remainder would cost \$155m spread over five years. The recommendations include making science courses compulsory until just before graduation from secondary school, increasing opportunities for in-service training, and establishing summer institutes at which science teachers can refresh their skills.

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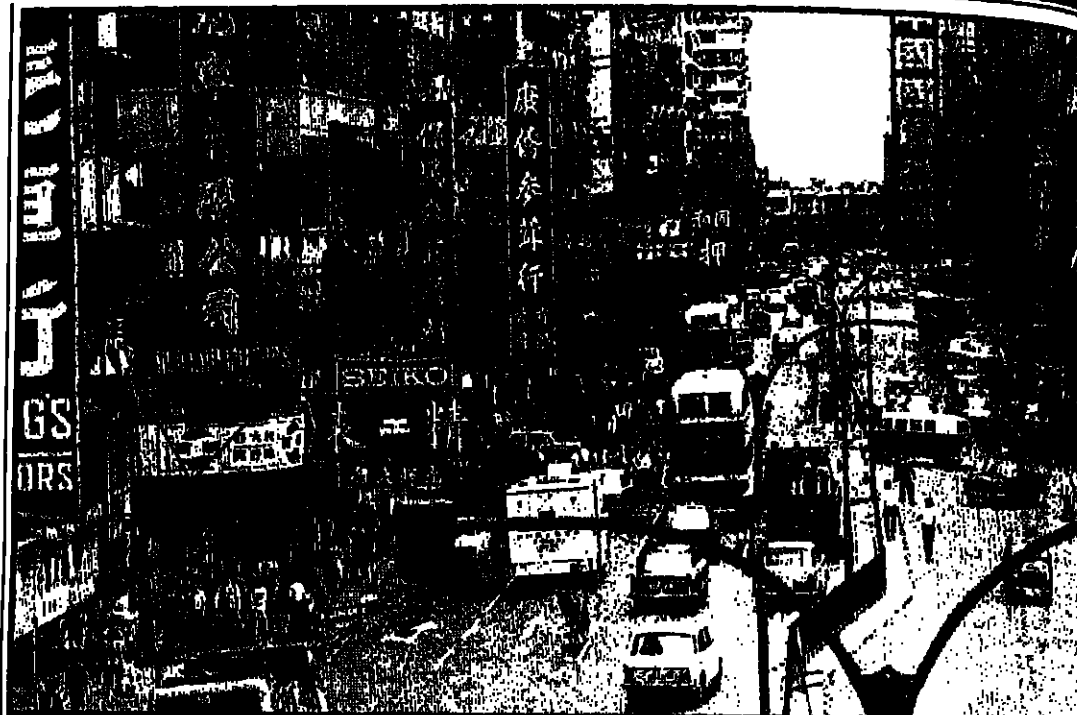
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OVERSEAS



September is the deadline set by the Chinese negotiating team for the settlement of Hong Kong's future.

Hush-hush subject

HONGKONG

**Chris Pomeroy on the
shelving of proposals to
put politics on the
curriculum**

The Hong Kong government's education department has found itself caught in a cross-fire over the territory's future, because of proposals to introduce a new subject to the secondary level curriculum called "government and public affairs".

Several years ago the department's curriculum development committee was handed a proposal from the Hong Kong examinations authority recommending that the existing division between "economics" and "economics and public affairs" be re-modelled. But the authority's proposals for two clearly defined papers, on "economics" and "government and public affairs", have now been shelved.

Although the revised examination syllabuses are ready to be sent out to schools for their comments, the papers will not now go out until September at the earliest in order to forestall what the authority described as "possible adverse public reaction". September is the deadline set by the Chinese negotiating team for the settlement of Hong Kong's future.

Another possible reason for the delay is that, following an undertaking from the governor, Sir Edward Youde, the institutions of government within the territory are to be extensively revised and democratised within the coming months. Obviously it would be wise for all parties for the syllabuses to be withheld until the smoke clears in the autumn and the extent of these radical reforms becomes clear.

The director of education, Mr Colwyn Haye, caused a slight stir recently when he said that it would be sensible to wait a few more months "until we know a little bit more about the future". Some community leaders have been calling for increased political studies in schools to engage the territory's youth in debate, and many are now suggesting that Mr Haye is following the old English proverbial adage "wait until the smoke clears".

Mr Derek Hogan, of the Hong Kong examinations authority, said the decision to shelve the syllabuses had been taken by the advisory board to the authority which includes members of the education department and local universities. He said that if the syllabuses proposals went out in the autumn, it was hoped that approval would still be granted in the spring of next year in time to incorporate the new papers into the curriculum for the academic year 1985.

It is envisaged that only a few hundred higher and advanced level students will elect to take the optional exam paper. Mr Haye is also on record as saying that there were no plans to train teachers to provide political education, although he admitted that many, following a respected principle within the colony, shy away from the topic of 1997 altogether.

Why business is booming for private cramming

WEST GERMANY

**Paul Bendelow on how
the school system
creates the need for
extra tuition**

The rapid growth of a multi-million Deutschmark business in private tuition is casting doubt on the efficiency of the West German school system and highlighting the plight of pupils and parents caught up in the spiralling competition for qualifications.

The most recent estimate is that 80 per cent of children resort to paid tuition at some point in their school careers, and that one in five is receiving extra lessons at any one time.

It has long been customary in Germany for pupils experiencing difficulty in a particular subject to seek help from others, either on a paid or unpaid basis. Schools themselves will normally recommend reliable outside tutors, and advertisements for private tuition on school noticeboards are common and accepted.

Of mounting concern, though, is the growth in demand for private tuition and the extent to which commercial firms, often of dubious quality, are cashing in. There are thought to be some 200 such companies in West Germany, with around 1,000 branches throughout the country.

Demand is greatest in maths and languages, and summer cramming courses for pupils retaking school-leaving certificate exams are also well attended.

A survey carried out by the Stuttgart-based ARI — an independent consumer-protection association for

Teachers' pupil ratios are unlikely to improve, the education sector — claimed that at least two-thirds of operators in this market were in some way suspect.

Teaching conditions often leave a lot to be desired, with lessons sometimes taking place in cellars or back rooms of pubs. In one notorious case, 60 pupils of different ability levels, with ages ranging from 9 to 15, were "taught" a variety of subjects together in one room.

Some firms also employ underhand methods of finding pupils who are having difficulties at school and then subject the parents to hard-sell techniques to secure six-month or one-year contracts. These can commit parents to spending up to DM2,000 (about £300) for courses of tuition of questionable benefit. Single lessons, where available, can cost up to DM50 for 45

EEC education ministers will be asked to make a political commitment to combating illiteracy.

M Alain Savary, French Education Minister, and current president of the Education Council, told the European Parliament's education committee recently that he will be seeking support from his ministerial colleagues for Community efforts to tackle the problem.

Until recently illiteracy has been "a forbidden area", with some member countries asserting that they had no illiteracy problem. But the French are now supporting proposals for Community action within the framework of existing education and training programmes — such as those on the transition from school to working life.

Sir Keith Joseph will probably agree to the French initiative while warning that it will have little practical effect in the UK. As one British EEC official said: "we woke up to this problem earlier... and have gone further than other member countries in tackling it".

Another problem on the minds of ministers was the falling birth rates, which in most European countries are threatening teachers' jobs. The European Trade Union Confederation (ETUC) has been looking into teachers' unemployment and demographic changes and will be holding a colloquium of affiliated teachers' unions from all over the EEC to coincide with the Education Council meeting.

The colloquium will mainly focus on how to make education and vocational training relevant to a rapidly changing world, and on the relationship between training and unemployment.

The teachers, like the ministers, will be examining how the educational system and teacher training can be geared to future needs, given falling rolls and the urgent need to introduce new subjects into school curricula.

Anne Good gives a preview of the issues
before EEC education ministers

Noting the decline of literacy and birth rates

M Savary and Mr Ivor Richard, the EEC's Social Affairs Commissioner, will address the colloquium before going to the council meeting, and they will probably take back to this an urgent demand that the community begin to act on teachers' unemployment.

It is unlikely, however, that the trade union call will find sympathetic ears in the council, where Sir Keith Joseph and several other ministers seem certain to stick to their governments' line that education budgets must continue to be slashed to reduce government deficits.

Yet again technologies will be a major theme of the ministers' meeting. The idea of collaboration between higher education and industry, put forward by the Commission in February, is being taken up enthusiastically by education ministers, observers say.

Proposals for partnership agreements between applied research centres in universities and research and development units in companies have been welcomed and a possible European conference on this theme may be considered, as well as ways in which co-operation between schools and industry could be further developed.

Ministers may also discuss the Commission report on the education of migrant workers' children, published in February, which strongly criticized member countries for failing to obey Community law. A policy statement may be made on improving performance in this area and the Commission also hopes to get support for continuing and even expanding its pilot schemes for migrant children.

Commission officials believe there are limits to what can be done under the European Social Fund — which finances vocational training — so they would like ministers to back continued programmes in schools despite some member countries' opposition to community involvement in education policy.

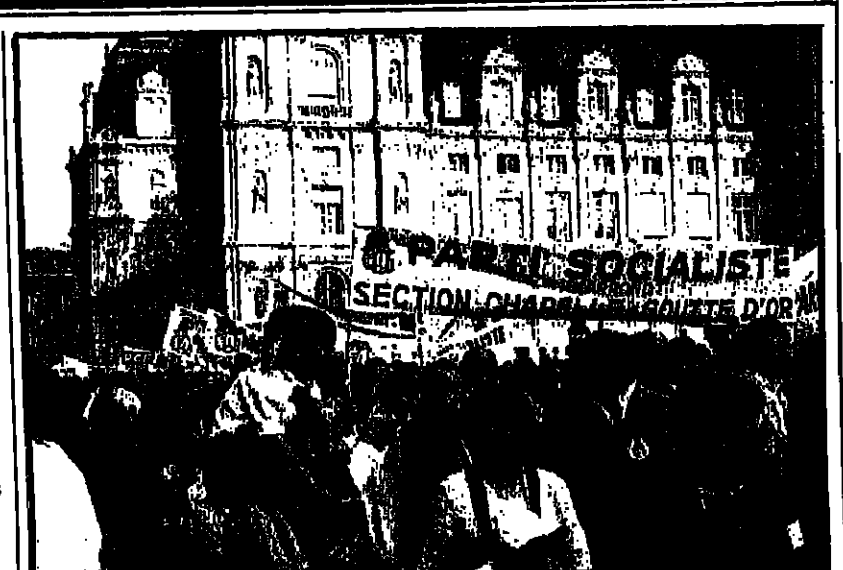
The planned discussions in council on foreign language teaching are seen as "timely" by British officials, given that the Department of Education is currently reflecting on ways to improve modern language teaching. Suggestions for exchanging experiences on teaching methods and encouraging study visits between member countries are therefore almost certain to be welcomed by Sir Keith.

A previous plan for collaborating on basic training of foreign language teachers was blocked by Denmark in 1980. The Commission now hopes that its modified proposals will be given sufficient backing to overcome Danish opposition.

Recent Commission initiatives on minority language teaching may also be raised during the language debate. It is not clear if the small amount of Community funding given earlier this year to assist exchanges of experiences in teaching languages such as Welsh, Irish and Breton, has the support of the ministers.

Proposals for the integration of handicapped children in ordinary schools, which will be put to the Education Council, are regarded as a "breakthrough" by the Commission. Once again, there were fears that the Danes would block this discussion on the grounds that it enters the "no-go" area of educational policy. It now appears accepted that ministers must look at the position of the handicapped in schools and on training courses as a vital part of the "social integration" to which the Community is committed.

It is possible that the need for EEC action to ensure equal educational opportunities for girls will be raised by Ms Gemma Hussey, the Irish Education Minister (TES, May 11). Ms Hussey has already said she is anxious that initiatives on girls' education should be taken during the Irish presidency of the council, which begins in July.



Demonstrators showed the Government that they expected it to remain firm with the private schools' lobby.

100 years' war

FRANCE

**Mary Follain on reaction
to draft laws on private
education**

With only a few days to go before the new draft law on private education finally reaches the National Assembly, both sides in the 100-year-old schools' war are stepping up the tempo of their campaigns.

Only a few weeks ago after three years of negotiations between the private schools and the Government, a compromise seemed possible at last. But that now seems increasingly unlikely.

Many Socialists think the draft law far too lenient towards the private system and object to the heavy financial contribution that localities will be expected to make towards private schools. The private schools' lobby, in turn, says the law threatens France's 10,000 private schools with progressive integration into the state system.

On a spring evening recently, over 100,000 Parisians ambled peacefully from the Place de la Bastille to the Place de la République, while similar demonstrations took place in 90 other French towns. Their purpose, according to M Michel Bouchareissass of the

CNAL (national committee for lay action) was "to show the Government that they expected it to remain firm in its dealings with the Catholic private schools' lobby."

The ensuing debate over how many attended the demonstrations (the police ceased to issue "official" estimations of numbers of demonstrators in 1981 in order to avoid "fueling political quarrels") indicated that this anti-private schools protest failed to outdo the Catholic schools' triumph at Versailles last month which mustered at least 600,000 parents.

As at Versailles there were no ominous-looking, black-uniformed French security police in sight and people standing four or more deep on the packed pavements or sitting at crowded café terraces, cracked jokes and downed beer and barbecued sausages as the banners filed past. One banner, carried by men and women dressed as priests and nuns, poked fun at the Archbishop of Paris, Cardinal Lustiger, who has actively defended France's predominantly Catholic private schools: "Errare humanum est," the banner read, "Lustigerare diabolum."

For their part, the Catholics have pronounced the draft law "unacceptable" in its entirety and declared themselves ready to stage their own national demonstration in Paris.



Youth wants to know

UNITED STATES

The drama and excitement of the Democratic elections may be swinging the adult voters back and forth between the "New Ideas" of Mr Gary Hart and the "Beef" of Mr Walter Mondale, but the nation's schoolchildren seem to be rather more sensible in their political concerns.

In a competition run by Scholastic News school magazine, children were asked which questions they would put to prospective Presidential candidates. The subjects of nuclear war, unemployment, the environment, the poor and homeless, and education were the most prevalent.

Almost half the questions, sent in by more than 30,000 children aged between 6 and 12, were about nuclear war. As one 12-year-old boy from Florida asked: "Will your policies permit me to survive in the nuclear age?"

Miss Martha Pichey, an editor at Scholastic News, said that the children's replies showed a deeply felt worry about the threat of nuclear war which hangs over the "nuclear generation". One child wrote: "Each child's dream for the future will have so much more meaning if we can feel sure that there will be a tomorrow."

An eight-year-old from Massachusetts wanted to know whether the President would give people a free

spacecraft ride to another planet if the earth blew up. "This is important," he stressed, "because there might not be life ever again."

Many of the children wanted the President to give their parents jobs. "My Daddy is a very hard worker," promised one. "Also he'll take any job he can get." Others were concerned about the lack of women presidential candidates. "America has held on to the male image for too long," wrote one girl.

Another child asked whether the President would spend space programme funds on problems closer to home. "Here in the United States," she said, "I saw people on TV eating out of trash cans."

Some of the children couldn't resist the opportunity to make use of presidential skills and wisdom, such as the girl who wanted her mother's car fixed, or the child who wrote: "Who invented life? I would ask because I want to know how they did it."

For others, requests were a little simpler. "Why are the candidates speeches so long?" asked a seven-year-old boy. "If the candidates talk too long people won't listen."

Six winners will get a chance to pose their questions personally to President Reagan and the Democratic candidate at a press conference in September.

Jeremy Gavron



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LETTERS

Wrong impression

TALKBACK

Travellers' tales

MARY WATERSON

One problem with an article like that headlined "Sex lessons discourage gypsy school attendance" (*TES*, April 27) is that it could unintentionally give rise to yet another set of gypsy or traveller stereotypes. One thing that is sure about travellers is that they are not a homogenous group. Showmen are travellers. Cypsies are travellers. There are English, Irish, Welsh and Scottish travellers. Individual families within each grouping are as diverse as individual families within any culture.

I worked with traveller children for 10 years and met desperately shy, quiet and timid ones and extrovert ebullient ones, and of course those coming between these two extremes.

It worries me to read statements like "most traveller children do not have any concept of time". How old are the children in question? Are they new to school? Some may indeed come to school without such concepts, so do many other children, but they soon absorb them. Some families unused to being involved in school terms and

occasional holidays certainly appreciate reminders about those, but as for misconceptions on the time schedule for breaks, lunchtimes and end of day, confusions relating to these affect many new-to-schoolers eager to return to the security of their own homes.

Reluctance about getting ready for PE or swimming is a classic example of how change is always in progress. I can remember 10 years ago reading, and being given similar warnings of unease experienced by travellers when being asked to change for PE. What is more serious, I remember believing what I was told and passing it on to others. But in 10 years I have met less than a handful of instances of such reluctance and even then growing familiarity with school and its staff soon made it possible for infant and junior children to join in with their peers.

As for sex education - the aspect so "blown-up" in the *TES* headline - this, particularly in mixed classes, is no more or less acceptable for traveller children that it is for members of a number of ethnic groups. With all parents it is wise to ensure that what is involved is understood by them, and teachers need to be clear whether they have parental approval or not. And, as with many families, where there is less experience of the written word, that approval or lack of it may need to be obtained in face to face contact.

Understanding secondary school staffs will make arrangements

to withdraw a child from such sessions if requested. In some cases, if schools make the dates of the sessions known, some parents may prefer to keep a child at home rather than have them embarrassed by sudden withdrawal.

Some may appreciate maths based on home experience within the comparative privacy of a withdrawal group but curl up completely at being so singled out in a full class.

Attention spans vary among all children and traveller children's attention spans vary in the same way and for similar reasons. In fact, whatever affects children generally affects traveller children - only more so. For some, if they lose interest, or see the possibility of something more exciting, they may make this abundantly clear - a characteristic which may be becoming more general among all children.

Many of the children I worked with had received extensive linguistic stimulation at home, judging by their performance as storytellers, whether of traditional tales or of stories they created. Very often the traditional stories had been acquired out of school, from older brothers or sisters, parents and grandparents: some include elements not found in printed versions.

I recently met a gypsy family I had not seen for about four months. The grandmother told me how her five-year-old grandchild said her prayers



with her every night before going to bed and how the two-year-old joined in saying the words to his own satisfaction, even if they, the adults, could not always make them out. The five-year-old recited "The Green Hill" hymn quietly, seriously and word perfect. At her grandmother's instigation she said the Lord's Prayer and "Four Angels at My Bed" and another which I do not recall. She needed prompting line by line with "The Lord is My Shepherd".

but that was well on the way to being mastered. In all of them her voice was clear, there was no trace of parroting. She found meaning in what she was saying. And her grandmother teaching her to write as well.

Mary Waterson was a primary teacher working with travellers in the north of England until recently.

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Fireraising...

Jo Newson visits the centre that is sparking off children's ideas and blazing the trail of self-directed learning

Parkside is Manchester's showroom of progressive junior education. Intended to inspire both teachers and pupils with short bursts of open-ended, self-directed learning, this week it throws open its doors to show the public what non-competitive child-centred education can achieve.

Set up in a surplus school by Manchester Education Authority over 20 years ago and now with its own teaching staff of seven, the centre runs two to three-week sessions for the city's junior schools. Each session involves four classes from different schools and last year Parkside was visited by 1,144 pupils from 26 schools.

Sandy Spence, head of Parkside, says: "I purposely mix children from the inner city with those from a more suburban area, or it may be Catholics with those from different denominational and cultural backgrounds, and so on."

Children's own ideas are taken as the starting point for work at Parkside to promote an independent and self-motivated attitude to learning. The onus is on the child to make decisions and to plan. "We hope we can help them become directors of their own work, within their own capabilities. A child's mind is not a vase to be filled, but a fire to be lit," says Sandy Spence.

Pupils' work, mounted on almost every wall in the centre, creates an immediate impact and suggests ideas to other children: "It's taking the teacher one step away from the child and making the child one step more independent. The teacher's role is to stimulate, advise and extend the child's chosen area of learning and not to impose constrictions or limitations on the way the child thinks."

Because "you can't expect children to have ideas in a vacuum", teachers often choose a broad theme like pattern or shape, and develop it with anything from a slide show to a walk in the park, making detailed observation of any finds. Children are asked for their ideas and they choose a topic to work on for their time at the centre. They then plan their work individually with help from the teacher.

"Sometimes children spend two or three days working on a model... it's up to the teacher to see that there's maths in it, language development, research... all this is going on, but if you talk to the child they'll say, 'Oh, I've not done any maths or English, miss'. Children often don't class what they do here as work, but you find they work very hard, and they have persistence and commitment," says Sandy Spence.

"We do not undervalue numeracy or literacy, but there are other skills which are equally important - such as observation, discussion, decision making and research - we class those as basic skills."

When they arrive, children are divided arbitrarily into four groups of 30, each group with one teacher from Parkside and another from one of the visiting schools so pupils get some experience of different teachers and groupings before making the change to secondary schooling.

Each group is allocated two classrooms and can move about freely between them, and they are encouraged to fetch any equipment they need from a centralized stock room. "I think it's important to put responsibility on the children in the way they move around and on acceptable behaviour in the centre," says Sandy Spence. "All our stock rooms are open and the child can walk around the school to get the paper himself... he'll look at things on the way, talk to the other



children, maybe pick up the wasp's nest or have a go on the typewriter, but this is all to be encouraged.

"Children learn to go about sensibly. It saddens me sometimes to see how children are often herded together and not allowed to show - even at this early age - what they're capable of doing."

The pupils are also given responsibility of looking after the pets and plants used at the centre to provide a stimulus for creative work. Sandy Spence points out the difference in sensitivity between a picture of a rabbit drawn by one child from a reference book, and another by the same child when she sat in the rabbits' run and drew them from "first hand experience".

Children work as a class for music, drama, writing "group poems" and for the "wet walk" where the class gets kitted out in cagoules and wellingtons and follows the course of a nearby stream, actually walking in the water. The wet walks have also proved popular with parents, who are encouraged to visit the centre at any time and participate.

In all activities process rather than product is emphasized. "It's the trying, and competing, not with one another but with themselves - saying they're not happy with it and learning how to extend their work," the head explains. "Children have a fear of failure. I think what we've got to do is let children grow from failures as well as successes and not be inhibited by the thought of failing."

Towards the end of the two to three-week session, a display of work is mounted in the hall. Teachers give a short talk about the projects and children talk about their work to the rest of the group using a microphone. The centre sees it as a sharing of work rather than a performance, and emphasizing the sense of completion.

The sessions are intended to provide lessons for

teachers as well as pupils. Two hour-long discussion groups are timetabled, where two of the Parkside staff and all visiting teachers talk about their work with the children and whether they could apply it back in their own schools.

Some teachers have used their experience of Parkside in practical ways. Two decided to join classes for a day's activities so that children could go to either teacher. "Other schools have started displaying work the way we do, or used our approach to creative writing."

Parkside seems to provide a new impetus for many teachers. As one says: "The session was a rejuvenation for me and the majority of the children returned to school with a greater enthusiasm for work."

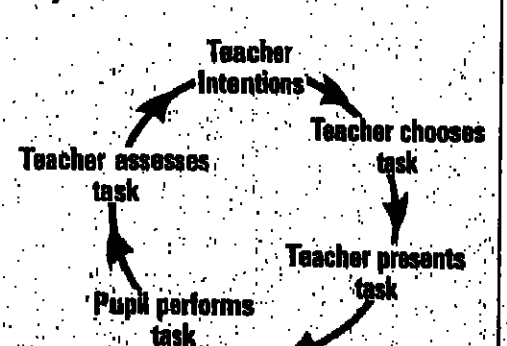
The Parkside Centre, Sheepfoot Lane, Prestwich, Manchester, M25 8BW (telephone 061 740 3419) is holding an open week until May 23.



or striking a dud match?

Neville Bennett and Charles Desforges reveal widespread disparities between teacher expectations and pupil learning

If we believe that teaching is a purposeful activity then it follows that the classroom tasks that teachers choose for their pupils are based on some intention: why this task for this child at this time? These intentions or purposes will, in turn, be based on considerations of curriculum content, on what tasks pupils have tackled before and their performance on them. Once chosen the task may be presented in many different ways. It could be presented to the class as a whole, to groups or individuals. There could be an exhortation to "get on from where you left off yesterday", or a 10-minute question and answer session prior to the whole class doing individual work. The pupil then works on his task following which the teacher might assess it and possibly diagnose any sources of misunderstanding that might affect the choice of the next task. This idealized cycle can be shown diagrammatically:



Helen was an average ability girl in her top infant class. The teacher's intention was that familiarization of half pence in simple shopping exercises, following an introduction to this coin a few days earlier. The teacher presented the task

first by having the whole class work on getting change from 10p using half pence, and on converting half pence to pence. Work cards were then given out.

During the next 40 minutes Helen managed to do two sums, both of which were wrong. She had difficulty in finding the cost of items from a list, and her counting was hindered by her strategy of doing all addition in half pence using plastic money. Thus at one stage she had more than 70 half pence counters strewn around her desk. It was clear from a subsequent interview with Helen that she had a very poor understanding of the concepts and strategies involved.

The teacher's assessment was that Helen had not been listening or thinking. "She doesn't concentrate. She will have to do this again." No diagnosis of the cognitive source of Helen's problem was undertaken, a point we will return to later.

In our research, 600 such task descriptions were gathered on children in their last two terms in infant and first term in junior school. Fieldworkers spent two days every three weeks observing and recording in each of nearly 40 classrooms, and in addition the teachers agreed to keep a full record of all work done during that period. We were thus able to provide a detailed description of the curriculum in maths and language across the classes studied in addition to carrying out detailed analyses of individual tasks. Our aim was to ascertain the nature and quality of children's learning experiences.

The HMI Primary Survey made one judgment of quality when it considered the match between task and child. The inspector's view was that teachers were underestimating the top third of children in their classes. In relation to the task cycle diagram, they were linking "teacher chooses task" and "pupil performs task". But inappropri-

ateness can occur between any of the stages. The task chosen by the teacher might not fulfill intentions, the task might be presented inappropriately, and if the assessment or diagnosis is inadequate then the teachers' intention for the choice of the next task will be based on erroneous information.

Tasks make differing intellectual demands on children. A task requiring the child to learn a concept or skill is different from one which requires the child to practice existing knowledge. These, in turn, differ in demand from those tasks in which children have to apply existing knowledge in new situations, or in which they are required to discover facts or relationships.

We classified all the tasks we observed in terms of the demands they made. Although there were marked differences in the classrooms studied, the predominant practice of existing knowledge (writing) work where more than three-quarters of all the tasks set demanded practice. A typical writing task began with the request from the teacher for the whole class to write a story, usually accompanied by exhortations for it to be exciting, imaginative, neat and long. The use of capital letters and full stops was also emphasized. Excitement and imagination were forgotten by teachers when it came to marking the work. Interviews with the children showed that they clearly appreciated this. Thus the staple class task for the practice of well understood routines.

Between one fifth and one quarter of all tasks did not make the demand the teacher intended. This was largely due to poor or non-existent failures in task design. For example, teachers often gave tasks to higher attaining children with the intention of their learning a new concept or skill when in fact they were already proficient familiar with it. Because of this, high attaining

children got far more practice tasks than were intended.

The quality of learning experiences is also related to the match between the demands of the task and the pupils' attainments. In both number and language work, infant teachers provided a match on approximately 40 per cent of tasks. This fell to 30 per cent in the first term in junior classes. This general pattern masks large differences between classrooms and between different levels of attainment. High attainers were underestimated on over 40 per cent of tasks assigned to them, a pattern similar to that reported by HMI. But we found an equally clear pattern of overestimation of low attainers in both number and language work.

Although teachers appeared able to identify tasks that were too difficult they seemed blind to tasks that were too easy. There appear to be two major reasons for this. First, teachers typically sat at their desks marking work or listening to children read. As a result, supervision of the class as a whole was limited to quick observational sweeps. The usual image was of a class working cheerfully and industriously. This evinced the second reason for lack of recognition of too easy tasks. Children tended to portray this image irrespective of the quality of the task set. From the teacher's point of view children were busy, and busy work equated with appropriate demand.

In number work all the teachers used a sequenced scheme but differences in content across the classes were massive. Some classes covered twice as much content as others. And within each class work was usually individualized, which resulted in low attainers experiencing a much narrower range of content than their high attaining counterparts.

A wide variety of content was also apparent in language work but here it was the predictability of form which caught our attention. However, despite such a uniform diet, children did make progress in writing over the last six months in their infant classes. Paradoxically, however, they made least progress on those aspects which teachers emphasized the most: imaginative ideas and grammar. Despite the fact that number and language tasks differed in source, presentation, demand and sequence, in both cases teachers put more stress on procedural rather than cognitive aims. They were more interested in the production and presentation of work than in the underlying intellectual processes: they seemed more interested in whether pupils got their sums right and neatly presented than whether they understood the underlying mathematics.

This showed up most vividly in tape recordings of children working in groups. When a child left the group to have work marked the interaction between teacher and child showed that teachers react to the products of a child's work rather than to the process or strategy by which he had come to the answer: misunderstandings and misconceptions tended to be disregarded.

The issue of diagnosis led us to develop an in-service course for teachers. From this and from the earlier observations, it became clear that two major factors were at work.

The first related to teacher decisions about management. Most of the teachers insisted on marking work in front of pupils. This is a laudable aim but one which carries serious consequences. It meant that teachers were confined to the desk reacting to queues of children. In some instances this was exacerbated by the decision to operate a dual queue system, listening to children read at one side of the desk while marking work at the other. This severely limited supervision of the class and put marked constraints on teachers' responses. Their perceived role as the providers of instant solutions to a constant stream of problems did little to ease the problem. In language work for example much teacher time was expended on answering low level requests for spellings.

The second issue is that diagnosis requires considerable skills, skills which teachers are not trained for, and find difficult to acquire.

Although these findings pose a number of special questions for classroom practice it would be wrong to use them as the basis for wider inference; our aim was to raise issues, not to generalize. It would also be wrong to use them to heap criticism on infant teachers. In our long experience of researching teaching at all levels of schooling infant teachers display the most dedication and conscientiousness.

What has emerged from taking a task-centred focus is a greater understanding of the formidable problems teachers face as they strive to implement their philosophies. Thus our objective is not to criticize teachers for not being perfect but to provide a clear specification of the apparent problems with a view to improvement.

Neville Bennett is professor of educational research at Lancaster University and Charles Desforges is senior lecturer at the University of East Anglia, School of Education. Their book, *The Quality of Pupil Learning Experiences* will be published next week by Lawrence Erlbaum.

Suffering little children



THE SUNDAY SCHOOL

In the age of the space invader and video nasty, Hugh David finds Sunday Schools are still going strong

Three o'clock on a Sunday afternoon, the autumn of 1958 or 1959. A large suburban Methodist church. Hardly visible above the backs of the stained-wood pews, 30 small children are piping a final chorus of "Joy, joy, joy, with joy my heart is ringing". Miss Mancini, still in the astrakhan-collared coat she always wore, is coaxing chords from the piano while out front Miss Phillips, indomitable Sunday School superintendent, "does the actions", legs apart, cardigan swinging as her right arm thrashes the air.

Every bit as evocative as *American Graffiti* and the high school hop for American adolescents, on this side of the Atlantic the mere mention of Sunday School is a passport back to infancy and pre-pubescent innocence. Were we ever as sick as we were on the couch home from the Sunday School outing? Did we ever covet anything quite as much as those gaudily-printed stickers - "The Lord Jesus Beside the Sea of Galilee" - given to the class and put marked constraints on teachers' responses. Their perceived role as the providers of instant solutions to a constant stream of problems did little to ease the problem. In language work for example much teacher time was expended on answering low level requests for spellings.

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Recollections of Sunday Schools, however - fond memories of the "warmth" and "feeling of belonging" - do not exactly accord with what is currently being offered to our children. Things have changed a lot, particularly in the last decade, in the view of the Methodist Church's Division of Education and Youth. Two reports, "The Child and the Church" and "Understanding Christian Nurture", published under the auspices of the British Council of Churches, have had a great influence and paved the way for recent experiments with Junior Churches and Family Communions.

The concern now, stressed spokesmen for all the major denominations, is not so much with teaching children Bible stories but with satisfac-

torily integrating them into the life of the church. Thus, in what the Rev Barry Miller describes as "better parishes", Sunday School will still lead naturally on to confirmation classes, but it will also have a direct link with "adult" services. Typically, children will be encouraged to attend the first part of a Communion or Family Morning Service before going their own way with their Sunday School teachers - to talk not just about the Bible but also about the life of the church, its customs and beliefs.

In many ways this move has brought the predominantly Protestant Sunday School movement far closer to the traditional practice of the Roman Catholic Church. Although Sunday Schools as such have never been a real part of its system, children are encouraged to attend classes to prepare them for the sacraments. These are commonly held on Thursday evenings and, according to the Archdiocese of Westminster, still "very well attended".

But the heart of Roman Catholic instruction remains the curriculum of its maintained day schools. Parents are encouraged to send their children to these - and falling rolls mean that there are currently plenty of places available - "because Catholic education is a holistic process; there is a lot more to it than learning Bible stories", a London priest explained. "Only exceptionally, and mainly in rural areas like Hertfordshire where there might not be a Roman Catholic day school within easy travelling distance, are there Sunday Schools which double as local catechism classes". These too, he said, remain as popular as they have ever been.

But, presided over by the parish priest, they have a more seriousness about them which makes them more like an old-fashioned crammer or Jewish *shul* than a normal Sunday School. Sunday Schools are run by amateurs, the successors to the Miss Phillipses and Miss Mancinis of our youth. They are not trained teachers or theologians; although it sounds like an extract from a Victorian novel, they are, in the words of one minister, "the willing of the parish". And faced with a class of 30 and an empty Sunday morning to fill, they understandably turn to the likes of the Scripture Union for guidance.

Traditionally, the non-denominational SU has had the same relationship with vicars and their Sunday School superintendents as the Army and Navy Stores used to maintain with the British Raj. Its bookshops in Wigmore Street, London

and many provincial towns stock everything they can possibly need from prayer books to palm crosses.

Bright and inviting as a branch of W H Smith's, the London shop functions as a general religious bookshop. There are displays of the latest titles - *Nuclear Holocaust* and *Christian Hope*, *Dr Dobson Answers Your Questions* - paperback editions of *The Good News Bible*, boxes of stationery and racks of Cliff Richard LPs. Between them, however, it is still possible to find trays of the gew-gaws, the stickers, "God Is Love" bookmarks, tags and presentation bookplates on which Sunday Schools have always depended. Most evocative of all are the registers - the utilitarian "Wigmore" and the more florid, Victorian Gothic "Atkinson's Excelsior".

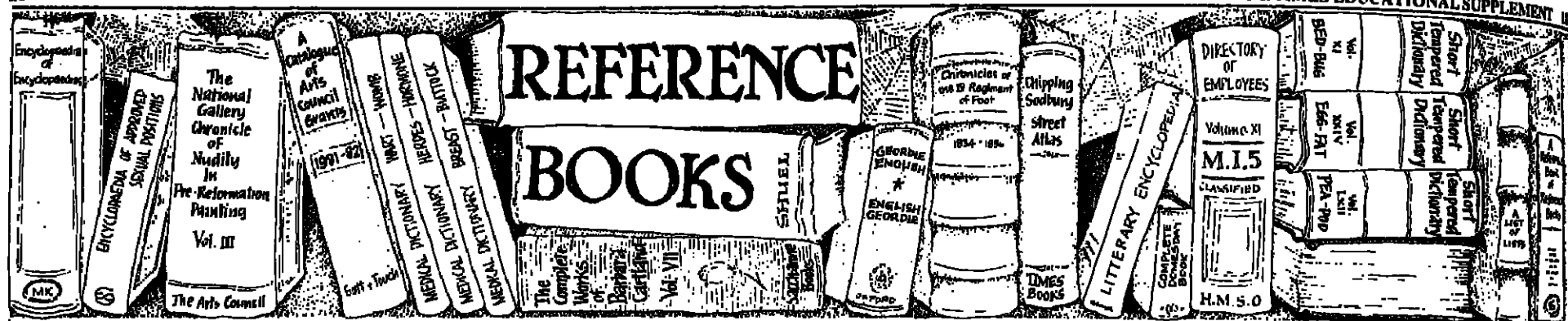
And piled by the door, staple sellers, are the Scripture Union's own publications. A series of booklets (£1.10 each) gives three months of complete lesson plans for Sunday School groups of under-fives, fives-to-sevens, sevens-to-10s, and tens-to-thirties. Related texts cover the needs of the over-thirties and adult groups. These, together with an associated series of pull-apart pupil pamphlets, dictate the syllabus in many of today's Sunday Schools and Junior Churches. As much as anything else, they are responsible for the recent transformation.

The individual lessons are admirably varied. In addition to Bible study, each week there is a strong "Opening Activity" (building a model synagogue, solving anagrams and arranging an outing ought to occupy the ten-to-thirties), a "Group Work" project, singing games for the fives-to-sevens and suggested prayers and hymns. A couple of pages of introductory notes give useful hints to inexperienced teachers: "When you have done your preparation, make the teaching aids which are necessary. Then practice using them. Do not forget to pray about all that you will be doing."

"They haven't really changed," says the Rev Barry Miller. "How could they? They might have a different shape from the one we used to know, but Sunday Schools are Sunday Schools." For a surprisingly large number of parents that will come as a relief: at least the present generation of children will still be able to get a Bible with a gummed-in label recording that it was awarded one Sunday morning - a handshake from the vicar, a smile from the superintendent - for "attendance and progress".

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A Dictionary of Slang and Unconventional English. By Eric Partridge. Eighth Edition edited by Paul Beale. Routledge and Kegan Paul £45.00. 0 7100 9820 0.

The mere fact that the eighth edition of this dictionary can appear in its present, totally uninhibited, form demonstrates the enormous development in linguistic freedom which has occurred in England, as in the Western world generally, during the last half-century. The first, pioneer edition came out in 1937 but, as late as the Fifties or early Sixties, I remember Colin McInnes, a staunch advocate of linguistic liberation, telling me that the printing of a novel of his was being held up because the compositors had gone on strike over the word "bugger", with which they refused to sully their fingers, although their lips may not have been altogether unused to it.

Their sons, or grandsons, who have set up this latest Partridge volume, are clearly free of any such qualms. But it is perhaps worth mentioning that the new verbal licence is a conquest of the decadent West. If, as a conscientious student, you want to learn some of the naughty words in Russian, paradoxically you have to look for them in the *Russian-English Dictionary* of the Oxford University Press; the comparable Soviet Russian-Russian dictionary by Ozhegov excludes all "low" terms, and even misses out the innocuous *gomoseksualist*, and the parallel English-Russian by Mueller gives only polite transcriptions of a few obscene English words. Workers of the world unite! — but publicly respect the norms of bourgeois linguistic convention.

The contrast is significant. Partridge, I take it, was driven all his life by the warm, democratic urge to rehabilitate, as best he could, the speech of the ordinary soldiers and other underdogs, whom he had frequented in his early years. The Soviets, on the other hand, with their depressing mania for blanket conformity, are obviously afraid of the anarchy and indignity of popular speech, just as they cannot bring themselves openly to admit that Communist Man might be hampered by an inherent human tendency to err. Slang, swearing and obscenity belong predominantly to the intractable part of human nature, which resists piousness and ideology, and to be seriously interested in such phenomena, as Partridge was, you have to be prepared equally to contemplate the whole range of mortal possibilities, from the sublime to the abject. Luckily, the new editor, Mr Paul Beale, has the same generosity of temperament, which bursts through in his many incidental comments and additions.

A vein of black humour

Robin Buss on slang in France

Harrap's Slang Dictionary (English-French, French-English). By G A Marks and C B Johnson. Revised and edited by J E Pratt. Harrap £9.95. 0 245 54047 4.

Slang is to jargon what a junkie is to a policeman, a thief to a magistrate or a third-former to a teacher. It is the language of a particular social group, defined by its deviation from the standard whose speakers it aims to baffle and exclude, but subversive of the order which professional jargon, though equally confusing to outsiders, tends to uphold. In some cases, especially in France where there was a flourishing diversity of working-class languages associated with particular trades, it is "slang" merely because the users are not doctors, lawyers or scientists; this sub-slang is just working-class professional jargon. But at a

The vulgar tongue

Reviewing the new edition of Eric Partridge's classic, John Weightman argues that slang is essentially "folk-poetry and folk-philosophy"

As a result, this latest edition, 1,400 pages long, is an enormous rag-bag of a book, like the raw material for a vast, potential treatise on human nature, as it might appear when looked at, so to speak, from the lower end.

My only serious quibble is with the misleading expression "unconventional English", which has been retained in the title. Strictly speaking, no variety of language can be other than conventional over its given area, because the operation of language as a whole depends entirely on convention. Slang is, in the first place, a minority convention within a majority context, but it can constantly evolve into a majority convention with a particular flavour. For instance, during the last war, "doodlebug" became a universal term among Londoners for the German flying-rockets, perhaps because the humorous appropriateness of the word helped to exorcise the nastiness of the object. However, it may be difficult to decide whether a given linguistic convention has majority or minority status at a particular point in time. The adjective "fetching", I am surprised to discover, is defined by Partridge and Beale as non-literary, and they also include in their volume many set-phrases which, to my ear, are neither slang nor "unconventional" in the ordinary sense: eg "to eat humble pie", "to speak the same language", "to carry coals to Newcastle". I should have thought, too, that the admirable proverb "there's more to marriage than four bare legs in a bed" could be used self-consciously nowadays in almost any context, even perhaps in an avant-garde sermon, whereas, admittedly, "he doesn't know his arse from his elbow" is not quite so universally employable.

Slang, in fact, is an ambiguous term, covering words and expressions belonging to several different registers, from purely technical and "in-house" jargon (whether elliptical, playful or

deliberately exclusive) used to indicate knowledge and group-solidarity, down to the thoroughly blasphemous and obscene. But the distinctions are not always very clear, either to the observer or to the users themselves. I suspect that true blasphemy is dead in the modern world, and that even swearing is not as heartfelt as it may once have been. A lot of foul language, as used for example by schoolboys and soldiers, sounds ritualistic rather than "real", it is primarily a sign of group-solidarity among individuals subject to the same collective discipline and relieving their feelings by the repetitive violation of supposed taboos. Once removed from the context in which swearing was the recognized convention, they may simply drop the habit. Swearing, by and large, can be looked upon as a naive and innocent practice, in which the terms have become almost purely phatic. This is borne out by the old Northumbrian joke (miners used to be, perhaps still are, as hard-swearing as soldiers) about the infant which died just as it was beginning to prattle: "Poor bairn! an' 'e was just larnin' to say 'ye bugger' that nicely!"

It follows that our recently-won freedom to use almost the whole range of slang in literature and journalism does not automatically lead to a general increase in significance. Certainly, it marks an advance in enlightenment through the acceptance of all linguistic phenomena as being valid in their different ways, but it cannot alter the fact that not all slang is necessarily more telling or juicier than the corresponding expressions, or the near-correspondences, in the standard language. Some left-wingers, as well as good-hearted, upper-class populists such as McInnes was, would like it to be because they cling to the superstition that language becomes more genuine the further you go down the social scale. But linguistic realism compels us to recognize, on the one hand,

that slang contains a large amount of dead wood, and, on the other, that a great many good expressions, because of the remorseless operation of linguistic accident or inertia, prove untranslatable from their original, limited contexts. What a pity, for instance, that the pun Cockney "tuffer" has not passed into general use.

In the long run, the slang that really counts for society is that which is eventually incorporated into the standard language, so that English speakers in general benefit from the accretion of new shades of meaning, poetic resonances and ironical ellipses. It is of no importance whether the explanation of the slang expression is known or not, and most often it remains a mystery. No many people could give the origin of "bat-oid" or "grass-widow"? We owe "flashing the old girl" and "it fell off the back of a lorry" to the great Anon. And are respectable Tory ladies, self-righteously denouncing "wets", aware that the source of the term may be crudely sexual?

No great contribution is to be expected, should say, from ritual swearing and explicit obscenity, because they amount to little more than linguistic free-wheeling, and rightly belong only to certain phases in the life of the individual, especially in youth. An educated old man who swears — as Lord Reith, that monument of puritanism, allowed himself to do in his private diaries — is clearly suffering from some form of retarded development. But good slang, be it innocent and obscene, is one of the main means of nourishment of standard speech; it is the core of the vulgar tongue, if this expression is understood in the etymological sense of a language which arises spontaneously from the mass of the people. And it is akin to the next refined literature in being prompted by impatient impatience with the way in which things have already been said, by a permanent itch to refresh the linguistic stock, and ultimately, of course, by a diffused Existentialist/Absurdist awareness of the always uncertain relationship between reality and words; in short, it is folk-poetry and folk-philosophy. Mr Beale, to my astonishment, definitely underestimates the case for slang, while says at the end of his preface:

... what is this Dictionary, really, but a pile of fossilized jokes and puns and riddles, these gems dulled eventually by overmuch handling but glowing still when held up to the light. There is nothing timely about a lot of these gems; Mr Beale does not need to apologise for their behalf.

John Weightman is Emeritus Professor of French at London University.

(tre), femme, voler and so on. Sexual terms predominate, showing the French to be slightly more imaginative in discovering words and phrases to take the place of the medical terms for particular parts and functions of the body, despite the contribution to English slang from the United States (West Indian and Creole fall mainly beyond the range of the dictionary). Slang may develop outside the linguistic norm but it reflects social attitudes in, for example, the number of pejorative words in French for "woman". In both languages for "homosexual" and "wife" (*ball-and-chain*, *sparrow partner*, *trouble-and-strife*, *la patronne*, *le boulet*, *la vieille*) and racist terms.

The sexual vocabulary is often very funny, though revealing a tendency to treat the whole thing as a mechanical process with strong military overtones. The *arbalète*, *bayonet* (in both languages), *instrument* (likewise), *snore* (*Fr*) or simply *gun* that the French or English male carries around with him (and, believe me, *je n'en passe pas des meilleurs*), is likely to find itself loaded or with *une balle dans le canon*, a situation that can only be remedied when *il tire son coup*; gives *someone the bullets* (*bang?*) in *la botte à ouvrage* where he can *vider ses bourses*. From bedroom to battlefield and warehouse to whorehouse, slang does very little to challenge the view that language, on both sides of the channel and, the Atlantic, reflects a predominantly masculine experience, regardless of whether the man happens at the time to be, literally, wearing the pants.

Death, violence and misfortune bring out a vein of black humour in both languages. Here again it would be useful to have some distinction made between a word like *liquider*, which came into French in the Thirties and sounds to me like an American export, *snout*, which means the same but arrived, probably from Germany in

1815 and *clausier* (1876, "to die", from the German *Klaps*). The last two could well be the legacy of war and are quite different varieties of language from such facetious phrases as *dehors son géranton* or *fermer son gaz*. Slang really goes out of date but Harrap lists indiscriminately such recent additions as *crainos* *side-by-side* with most of the old-fashioned expletives whose disappearance Bransons regretted some 20 years ago in his song "La Ronde des jurons". There are also misprints: *boyenax* and *villains*, for example.

However, this could be a convenient first step from one language to the other, the next being to acquire Celiard and Rey's *Dictionnaire des français non-conventionnels*. Comparing the two languages, one can appreciate the originality of English rhyming slang, the copious input from American drug culture and the antiquity of French *argot*. French is as rich as American in vivid and humorous expression, including a good 1. find especially characteristic of the French mentality consisting of words like *basoche* and *pijou* which parody conventional notions of a country where the official language is more rigorously standardized, a wealth of alternative vocabularies and forms of speech has existed since the Middle Ages.

Slang has delighted writers since Villon, but it grows wild and even to record it, is to risk domesticating and rapidly denaturing it. Luckily, there are always groups, from schoolchildren to criminals, who insist on reinventing the language in an age of mass communications, it is not long before their private speech is plundered, copied and ends up in *Minder* or *Harrap's Dictionary*. The only real answer is to roll your own.

Robin Buss lectures in French at Warrington College of Higher Education.

Neglected nation

Dictionary of British Book Illustrators: the twentieth century. By Bridget Peppin and Lucy Micklethwait. John Murray £30.00. 0 7195 3985 4.

Illustrators are a neglected nation. A few get popular attention by occasional treasure-hunts or unmoderate operas, but many linger in undifferentiated gloom. Even their names are little known, let alone their varied attempts to solve the problem of making images reflect words, or their command of the techniques so to do.

Mesdames Peppin and Micklethwait have therefore opened up large possibilities in this expensive dictionary. They have listed alphabetically some 800 illustrators who have worked primarily in Britain (thus including foreigners like McKnight Kauffer and Kay Nielsen). Under each name, headings they have given brief biographical details and comments on the illustrators' work, followed by a select list of books and periodicals in which that work has appeared, plus a list of sources consulted.

Anyone who has tried to compile references of this sort will know that it is not easy. For one concomitant of our neglect of illustrators is that, until recently, much of their work has not been properly recorded or indexed. Merely to discover what they have done is a time-consuming operation in which they lived and our lack of knowledge of their methods, make the apparently modest aims of this dictionary hard to fulfil.

In broad terms therefore, Peppin and Micklethwait deserve much praise. The illustrators isolated for consideration make up a comprehensive and well-balanced assemblage. The selection of their books and the



From "The Song of Songs" (1925), by Eric Gill

writing about them represent long years of delving in files and catalogues. (Almost anyone literate, I suppose, could have managed the entries on Eric Gill or Heath Robinson, but how assiduous Peppin and Micklethwait have been in trying to trace the elusive Frank Adams, or in finding facts about the retiring Charles Thrupp Night-

ingale.) Paced with evidence of such unwardable drudgery it seems mean to proceed to complaints. But the truth is that the six years spent on this book might perhaps have been extended to seven for the benefit of us all. This is not just because *Dictionary* is greatly weakened by a host of factual and

literal errors (one's confidence is not raised by finding mistakes in the opening list of references, closely followed by swopped captions on pages 10 and 11); it is also because the authorial commentary is so often shallow. Despite efforts made to describe techniques and hazard critical judgments, these are not consistently handled, and

all too often the buttressing examples fail to show either the illustrator's essential manner or the critical estimate made by the compilers. How sad that after so much work has been laboriously applied a ha'porth (or perhaps a penn'orth) more could not have been found.

Brian Alderson

Serious and popular

The New Oxford Companion to Music. Edited by Denis Arnold. Oxford University Press. £50.00. 0 19 31316 3.

The New Oxford Companion is almost double the length of its predecessor and is a very different sort of book. The old Companion was as much the vigorously individual product of one man — Percy Scholes — as was Dr Johnson's dictionary. The new one, with over 90 contributors, is a kind of Shorter Grove; and for those who cannot afford the £1,000 and four feet of shelf space required for *The New Grove*, these two volumes will be an essential substitute.

As the general editor, Denis Arnold, points out in his preface, Percy Scholes was writing largely for the WASP middle class, and tended to encapsulate that class's tastes and prejudices. The New Oxford Companion attempts to be as unbiased and as comprehensive as possible, filling in many of the gaps that Scholes left, notably in the areas of pre-classical, non-Western, and contemporary music, both serious and popular. It might almost be called *The Companion to World Music*; certainly it reflects the way our understanding of the world as a unity has developed, in music, as in all else, since Scholes's work was first published in 1938.

The essays on technical aspects of

colour. As a potter and teacher, he himself was never so orthodox, and the colours which glow from the ceramics illustrating his new book show how the world of pottery has turned. The English-speaking world, that is odd, that in a field where, to quote Mr Clark, "work . . . owes little to native tradition", we seldom see ceramics from other European countries.

Even so, the scope and diversity of this manual, showing work from North America, Australia and New Zealand as well as the UK, is impressive. The breadth of coverage makes its intended market unclear. The "artist innovator, and production potter" invoked in the foreword will surely have no need of instruction in the skills of wedging and kneading clay, or a list of basic tools for beginners. The beginner will not be helped by the brief descrip-

music — harmony, melody, rhythm, etc. — are models of their kind: concise and informative, yet intelligible to the general reader, for whom the new *Companion*, like its predecessor, is primarily intended. The illustrations are much more extensive than before, though they are often not very clear, an inevitable consequence of the modern photo-litho process. All those brought up on the original edition will regret the elimination of Batt's portraits of the great composers; for me they were so insidiously potent that I can rarely think of Brahms without his black coffee, or Mozart without his billiard cue. But I can see they do not belong here.

If the new *Companion* is not quite so attractive a book to handle as the old, it is still an outstanding feat of production. So far I have found very few factual errors and the only one that has distressed me is the misquotation of the lyric of "Rock Around the Clock" in the entry on rock and roll. This is almost as serious as misquoting the opening of Beethoven's Fifth Symphony — which appears (correctly) on page 1161 as an example of a melody built entirely from a two-note cell. One entry leads on to another: the delight of browsing through a rich reference book like this.

David Matthews

Pot pourri

The Potter's Manual. By Kenneth Clark. Macdonald £11.95. 0 356 09387 5.

A pleasure to look at, intriguing to dip into — few reference books can be as enjoyable as this one. When Kenneth Clark's first manual was published (most "deputable" pots were porridge-

tion of lustres. It is unfortunate that when amalgamation has reduced the number of suppliers, the number is further cut down by leaving Fulham out of the otherwise useful directory. The section on glazes is admirably clear and concise, but too compressed to be valuable without the help of a teacher.

The *Potters Manual* is a useful compendium for potter, teacher or student who has sufficient experience to make use of the necessarily abbreviated descriptions of the many techniques shown, or who shows where else to find the information. What will not be found elsewhere is the stimulation, the sparking of ideas, the pleasure, which make this book unique.

Maggie Berkowitz

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REFERENCE BOOKS

World cruise

Concise Dictionary of World History. Compiled by Bruce Wetterau. Robert Hale £26.95. 0 7090 13809.

An immediate shock on first living abroad is the discovery that the national of one's host country have the effrontery to view their capital city as much the hub of the universe as being a Brit, one had always assumed London to be.

The only cardinal defect of this handy and otherwise highly efficient compilation is (at least to readers this side of the Atlantic) its North American bias and self-regard. Obscure US politicians whose names mean nothing to a European readership, and can barely have mattered a row of beans even to an American one, are included while significant European and Asian political figures are omitted altogether. The mindless interlude that was Gerald Ford's Presidency is given three times as much space as the whole career of Poincaré and almost as much as that of Bismarck. Even such an ephemeral pimple on the American body politic as Spiro Agnew is commemorated, with the pussyfooting comment that "he came under fire for alleged corruption". Alleged? After that, I fully expected to find Titus Oates termed an alleged perjurer.

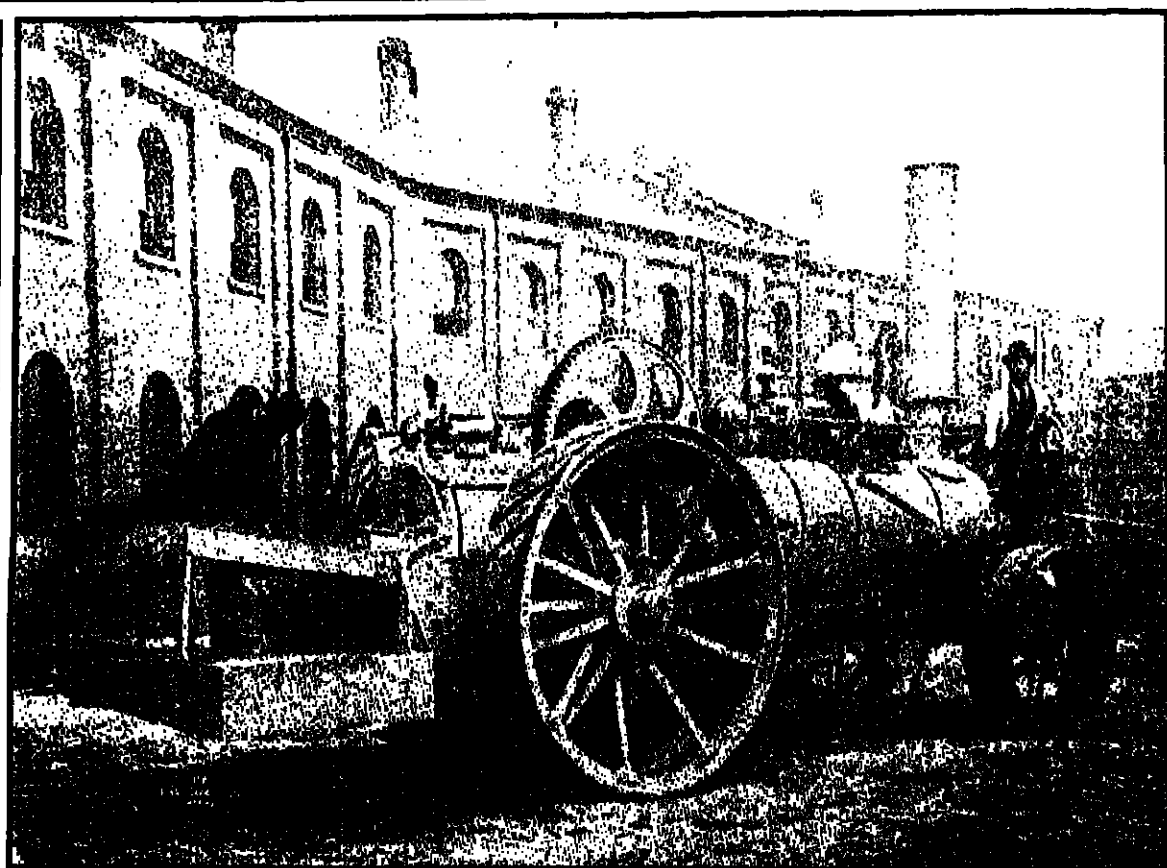
In a commendable anxiety to be up to date, the compiler and his team have stumbled into another trap - over-weighting the very recent. When events are both American and recent, the lack of proportion becomes glaring. The Iranian "hostage crisis" of 1979-81 was of some importance obviously, in that Carter's failure to resolve it contributed materially to his electoral defeat in 1980. But was it really as important, in terms of long-term world influence and of lineage allotted, as the Spanish Armada (which ended Spain's naval supremacy) and the Battle of Trafalgar (which endorsed Britain's for the whole succeeding century) put together?

This imbalance extends to cultural fields as well. Which non-American reader would think J. P. Marquand worth as much space as Hardy - or, indeed worth including at all? Who would rate Edna St Vincent Millay as "one of the leading poets of the twentieth century" or, at least, her, apparently, as the equal of Eliot?

However, these strictures affect not more than 2 per cent of the dictionary at most. With the bulk of its coverage, of all non-North American figures and events up to, say, 1945, the proportions are far truer, and the book really comes into its own. In fact, after sustained assailing it from every angle, with every book of reference I could possibly muster, I felt rather like a barrister reluctantly sitting down after a day-long cross-examination has failed to elicit any really damaging admission from a witness. There are some inelegancies of phrasing, some inconsistencies of dating. For instance, the paragraph on "Transvaal" is a shade ambiguous when it says of the Boers that "They successfully rebelled against the British annexation (1877)". They successfully rebelled (1880-1) against the British annexation of 1877 would make it clearer.

However, one would be as guilty of disproportion as occasionally the compiler has made much of such surface imperfections. The book as a whole is overwhelmingly accurate and, considering that all world history is compressed within 867 double-columned pages, impressively inclusive; while the tone is, by and large, as neutral and objective as it is possible, humanly, to be.

Occasionally, one longs for just a few more words - in, for instance, the entry for "Schleicher" (in German, of course, "intriguer" or "trickster" - if only all historical soundbites came as brightly labelled). The added word "Murdered, on Hitler's orders, 1934" after "left office Jan. 1933" would so aptly point the symbolic justice of the fate of the general whose connivance, bungling chicanery did so much to smooth the Führer's path to power.



Unfreezing the tableaux

The Oxford Illustrated History of Britain. Edited by Kenneth O. Morgan. Oxford University Press £15.00. 0 19 822684 5.

A certain snobbery is still aimed at illustrated books, a residual suspicion that they are merely for the not-quite-literate, or for children, or for display rather than reading; in short, that they are not quite serious. Here at least, the "Oxford" prefix and Kenneth Morgan's editorial signature offer a warranty solid enough for even the most snobbish, prejudiced critic.

And history is, after all, a matter of pictures. Or, at its best, a gradual and thoughtful, occasionally critical, unfreezing of the tableaux, myths and emblems into which history pours itself and hardens. From Bayeux onwards, our history has most immediately expressed itself in images as well as words. Holbein, Van Dyck, Kneller, Hogarth, David, Low, Harrington, numbingly press photographers in the present era, all have created the images which are our most immediate purchase on our history: Henry and Elizabeth resplendent, battles, crowning, Kitchener's inescapable finger and eyes, the V-sign; and on the other hand nameless lampooners, Gillyray, C. Lane, Low's politicians, angry eyes like Donald MacLennan's; these are the ground floor of history.

The great merit of the Oxford Illustrated History of Britain is that it does not neglect the picture material not as attractive as the text.

or amusing or shocking froth on the top of its text but as part of the process it is describing. And, no less, that it offers a clear and coherent picture of a national process rather than the bitty, episodic comic strip effect which often emerges in such ventures. Ironically, most histories that advance in this piecemeal way are premised on the belief or assumption that a nation's history is seamless, continuous, unique; that is much the same as taking your own publicity too literally. In sharp contrast, Kenneth Morgan and his collaborators insist on the disjunctions, the shifts, sometimes violent, of direction, the breaks in the steady evolutionary line.

Such an important insistence comes in part from the recognition that British history can no longer be identified with English history and that what Dr Morgan rightly calls the "turbulent, fractured, schizophrenic history of the Celtic nations" forms an inescapable element in the process. Of the ten Welsh and two Scots and there is no doubt that this has lent a more than usually various and mediated view to the whole.

It would be wrong, however, to suggest that this is in any way an idiosyncratic or subversive history. If Dr Morgan's method suggests a "dialectical" approach to the interplay of national images to economic, social and political actualities, then we're probably borrowing jargon from the wrong box. For underneath the text is a

rich and increasingly polycultural surface there is a deep structure, something essentially national, though now thankfully "British" rather than "Merrie English". It's a new-conservative approach, suspicious of ideology (though not necessarily of revolution), finding Marx "fanciful" and apocalyptic, nineteenth century Europe maligned with dodgy political solutions: even libertarians like the Levellers, Defoe, Cobbett, Morris, Tawney and Orwell were most deeply motivated by "an almost religious sense of the civilized essence of their country and its people, their history and destiny". It's an approach cheerfully egocentric enough to see Britain as "the cockpit of mankind".

If rhetoric like that of destiny and national exceptionalism sticks in some craws, it's fair to point out that here it quite properly belongs in a fully worked-out and well argued approach to British history. All 10 authors, too many and too well assembled and edited to pick out any individually, embody the very qualities Kenneth Morgan hopes his quite exceptional history will entail in its readers: clarity, subtlety, enthusiasm and even affection.

Brian Morton

Varities of agriculture: top, a steam plough pulled by straw and, below, crofters in Skye, c.1885, using wooden foot-ploughs to prepare the soil for potatoes.

Country-wide

The National Trust Guide. By John Fadden and Rosemary Jock. Jonathan Cape £12.95. 0 224 09461. English Interiors: A Pictorial Guide and Glossary. By Doreen Yarwood. Lutterworth Press £8.95. 0 7188 200 8.

The revised edition of the beautifully produced *National Trust Guide* is much to be welcomed, for it remedies some of the history and achievements as well as of the most recent acquisitions, notably Fountains Abbey, of this unique organization which now boasts more than a million members.

The properties are sub-divided into broad groups: great houses, gardens and parks; archaeological sites; medieval buildings, industrial monuments, and tracts of coast and country. Each section of the book begins with a scholarly introduction, which is followed by an alphabetical gazetteer of the principal properties in question, each one illustrated in black and white, or occasionally in colour.

The descriptions, though obviously not as detailed as those in individual guides, are uniformly adequate and interesting. A series of excellent maps and a glossary complement the descriptions, and properties not mentioned in the main body of the guide are listed in somewhat less detailed detail.

English Interiors complements admirably the *National Trust Guide*, beginning as it does with a summary of the factors, social and political, artistic and technological which have influenced the development of the domestic interior from 1300 to the present. There follows a detailed and interesting analysis of the characteristics of each clearly defined historical period ranging from the medieval period, through the Renaissance, the Georgian, the Victorian growth of speculative building, darker patterns, and the modern easy care, labour saving homes where the television replaces the hearth as the focal point.

It is, though, Doreen Yarwood's Glossary which is the major part of the work, with more than 500 entries many illustrated, covering a wide range of topics. Some are simple definitions, some provide full historical background, but all shed light on past, lost and present features of our homes. Basic materials, architectural styles, ornament, furniture and household items, lighting and heating, all appear here. What was the difference between a closed and open range staircase? What were cupboards and said iron? When were basket pans and gas mantles introduced? May intriguing questions are answered in this book, which, with the *National Trust Guide*, will enhance the pleasure of those exploring the riches of Britain.

Eric Church

With a hit

Pocket History Dictionary. Edited by Plantagenet Somerset Fry. Longman £1.25. 0 582 55600 0.

Loyalist, Loyal, Luddite, lumpen, lunatic fringe, Luperón, then again, sun-god, sun-god, white, Sun Yat Sen, superpower, sherriff, Sheehan, Sherry, shubdules, Shinto. Not only do words hit typically off the page, but they conjure fascination and imagination. Never be without your Longman's truly pocket size history dictionary; startle your friends with your instant identification of British words; your precise definition of felucca or a haruspex, your knowledge of the churriguera.

Though somewhat biased towards Europe and the classics rather than the world, this dictionary is short, World History it claims to cover, it is excellent on religion and accompanied by a tremendous uncompanioned in 330 pages with a chart of major world events from 10,000 BC to 1982 at the end of the book.

Varities of agriculture: top, a steam plough pulled by straw and, below, crofters in Skye, c.1885, using wooden foot-ploughs to prepare the soil for potatoes.

REFERENCE BOOKS

Classical ebbs and flows

The Encyclopaedia of Ancient Civilisations. Edited by Arthur Cotterell. Papezmac £7.95. 0 333 34853 2. Room's Classical Dictionary: the Origins of the Names of Characters in Classical Mythology. Routledge and Kegan Paul £8.95. 0 7100 9282 8.

Encyclopaedias are consulted to assemble or check information; in schools, usually to fill out a scanty project or produce a more effective essay. Beyond such austere uses, some encyclopaedias tempt to browsing. This may look like indolence, compared with the disciplined endeavour of the essay; but we all know that sometimes the aimless dipping into reference books can be the most educational form of reading.

As a browsing book, Room scores very high, and *Ancient Civilisations* sadly falls. Arthur Cotterell and his 37 contributors may fairly say that they were not trying to write for browsers. What this compendium provides, in its 555 pages, is a series of narrative or descriptive accounts of the world's civilisation from about 3000 BC to AD 1900 (in America) or AD 500 (in Europe).

After two general chapters, on pre-history and the processes by which civilisations have emerged, the arrangement is geographical: six chapters on Egypt, sixteen on West Asia, and so on. Approaches and styles inevitably vary. Some (eg Syria, the Indus, the Maya) are specific and objective; others (eg Carthage, Crete, some of the chapters on China) make

value-judgments or raise unanswered questions. There is little to prompt exploration of other sections of the book, either purposeful (chapter headings are the briefest possible) or accidental (as happens when alphabetical entries lead the eye to random new subjects). Not only has there been no cross-referencing, but apparently no editorial check on knowledge expected from the reader by different contributors. In the chapter "After Alexander", for instance, the intricate history of West Asia is surveyed over nearly 1000 years, including the Islamic conquest of the Sassanid Empire in Iran. And "all this was known while Byzantium was at its lowest ebb".

Low ebbs are not very significant without some knowledge of high flows, but Byzantine civilization lies outside the time-span for Europe, ending with "the collapse of the Western provinces of the Roman Empire". Byzantium is not even marked on any of the maps given for either European or Asian history. Again, in the case of the Sanskrit language, different sections take no account of one another; this time there is a general explanation, recognising the importance of Sanskrit's discovery by Europeans, which established the "Indo-European" family of languages - but in the chapter on the Gupta Empire, it is not made clear that Sanskrit is the language of the great literature including the Mahayana texts which in Chinese translation carried Buddhism to the Far East.

In the chapters on Europe, the ancient Greeks are presented with

more clarity and vitality than the Romans, and the Roman Empire treated in a somewhat old-fashioned manner: a good deal on the personalities of the early Emperors, little on communications, administration, economic life. The sources known to us (and this is true in other parts of the book also) are briefly mentioned, not specifically as a rule; one may contrast the vivid pursuit of sources in Phaidon's *Making of the Past* series, for example.

Adrian Room's amiable book offers nothing so pretentious, and much of it is no doubt useless except to panegemical contestants (does anyone else want to know forty names of Aetna's hounds?). But some of the lists are invaluable for those with no Greek, the list of roots found as elements in many names; for those with Russian, or those who simply like names, the idiosyncratic bibliography. Browsing in this book will mean learning, and beginning to answer questions. Why has Hector in Britain become a name fit for comic characters, thought it sounded noble to Berlioz's parents, and as Etire sounds quite ordinary to Italians? (and something similar applies to Hercules, Ercole, Hercule, Ercole). Jason, on the other hand, would have raised smiles 50 years ago as a boy's name, but now is commonplace. Helen, and now Cassandra, have lost their terror everywhere. And why are girls called Diana but not Minerva...? Does anyone have a friend called Odysseus...?

Elisabeth Henry

Who is it for?

The Macmillan Dictionary of Archaeology. Edited by Ruth D. Whitehouse. Macmillan £25. 0 333 27190 4.

Should you ever need to know what a *ponyulus gaderopus* is, the *Macmillan Dictionary of Archaeology* will tell you. (A shell used in the early neolithic period to make necklaces.) The book's 5,500 entries cover world archaeology up to the medieval period; its greatest strength lies in its multitude of entries from Japan, the Americas, Australia and Oceania.

But who is such a reference work aimed at? Clearly not archaeologists,

though it would be useful for students or teachers wanting to gain an outline of some aspect of archaeology. It is ideal for answering those infamous "short note" questions in A level archaeology.

There is only one drawing for every 1,000 entries. It would have been better if illustrations had been used more widely to give information and not just to brighten the text. Other dictionaries of archaeology, for example Sara Champion's *Dictionary of Terms and Techniques in Archaeology* and the excellent *Handbook of British Archaeology* by Lesley and Roy Adkins, use illustrations to add another dimension to the information given. Both these books, particularly the *Handbook*, give detailed references for further reading after the relevant entry.

The book's cross referencing system shows several weaknesses. For example: our *ponyulus* appears mysteriously under the heading of Site Tech-

nology in the subject index; the entry for "hillfort" had no cross reference to actual sites. A check through the subject index also shows that there is no entry for the recently excavated hillfort of Danebury while other similar sites we know less about are included.

The sections Site and Technology and Sediment and Stratigraphy are the weakest in the book. If you go back and forth through all the entries in this area you gain no coherent view of archaeology. It would have been better if these had not been included and more space devoted to those topics with which the subject editors and other contributors are clearly happier. Capitulation being what it is, more school librarians are likely to go for the *Penguin Dictionary of Archaeology* and the *Handbook* which together cover more ground, and at a fraction of the cost.

Mike Corbishley

Guilty

A Dictionary of Criminology. Edited by Dermot Walsh and Adrian Poole. Routledge and Kegan Paul £10.95. 0 7100 9549 X. £5.95. 9556 2.

Criminology is a difficult theme to encompass in a dictionary. Its terms are for the most part, borrowings and deviations from its foster sciences, the sociology and psychology, or from the legal framework within which it operates; and its boundaries are seldom clearly defined.

There is the further problem of assessing the level at which to pitch the classifications and the content of the

individual entries. The editors have chosen to assume that the reader will have some familiarity with the subject - without such knowledge, tracking down some of the information would present considerable difficulty. There are few concessions to the newcomer, who would look in vain for such general headings as Family or Treatment.

The entries themselves are usually clear, and include sound suggestions for further reading. But too many of the entries are merely legal definitions of crimes and procedures, straight from the law books. The space might more usefully have been used to expand the text on issues more central to current criminological research.

Reasons of space, the editors say, forced them to exclude all entries of a

biographical nature, with one exception (Sir Leon Radznowicz). One can see that they were concerned about where to draw the line if they were to start listing names. But in reality there are not all that many names of such influence, eminence or popularity that their names are as well known as the labels attached to their theories. Durkheim, Lombroso and Eysenck are some. There is no entry, either, under Marx or Marxist criminology. Even a short names index would have helped, but none is provided.

The dictionary will be of help to students, and to those on the periphery of the subject, who want a quick *aide memoire*, but it is not yet a must for the criminologist's desk. Subsequent editions should do better.

Marcel Berlins

Origins

Dictionary of Trade Name Origins. By Adrian Room. Revised edition. Routledge and Kegan Paul £7.95. 0 7100 0174 5.

Lux is an almost perfect trade name, according to Mr. Room. It is short, distinctive, above all, implies that the housewife who uses Unilever's soap flakes will escape into a world of luxury, light and good luck - very useful with some less-than-fast dyes. This book sets out to establish the origins of the names of products, and named after Mr Marcus Samuel's fashionable shell-covered boxes sold

with imported knick-knacks at his Smithfield curio shop in the mid-nineteenth century. When his son added barrelled kerosene to the imports in 1897, Shell Transport and Trading Company was born.

Mercedes cars are named after the daughter of an Austrian diplomat. Wimpy is a hamburger-loving character in Popeye cartoons. Bealm is the compound of the initials of the founder's family. And Hovis was the winner in a competition held in 1890 to re-name Smith's Patent Germ Bread.

But interesting and amusing as these potted histories and anecdotes may be, this latest subject to be pigeon-holed into dictionary form is of little practical use - except, perhaps, to someone making up trade names.

Louise Nicholson

Shelved

The Penguin Dictionary of Economics, third edition. By G. Bannock, R. E. Baxter and R. Rees. Penguin £3.50. 0 14 051134 2.

Sales of this dictionary must be good, since it is now in its third edition, but I suspect that it is bought and shelved, rarely used. Some reference books, such as Brewer, may be read for enjoyment. An economics dictionary must be purely utilitarian, and by this criterion Bannock *et al* succeed, with clear definitions and explanations of over 1600 phrases. Entries are not confined to economics terms and theories, but also embrace the history of economic thought and individual economists. Thorough cross-referencing is a notable feature.

A dictionary of academic jargon is much more a "product" than most books, and a comparative evaluation of the 10 or so economics dictionaries

available, with suggested "best buys", might be more helpful to potential purchasers. For example, D. W. Pearce's *Dictionary of Modern Economics* (Macmillan), now in paperback at £5.95, is no longer beyond the student's pocket, and represents far better value for money.

This edition of the Penguin Dictionary was revised up to May, 1983. Unfortunately, no supplement is included, so to search for a definition of Mo would be pointless. X-efficiency is listed, but not Y-efficiency. The "Black Economy" now attains entry status.

The choice of economists included is odd: while Mandeville is acceptable, Maynes and Longfield are rather recalcitrant. The originator of the Phillips Curve rejoiced in the Christian names of Alban William Housgoe, and Vebler's second name was Bunde: Mastermind material, which might tickle the odd jaded palate. Otherwise, I would prefer students to use intelligently the index of a good textbook rather than consult such a dictionary.

David Whitehead

Stroganov?

Companion to Russian History. By John Paxton. Batsford £14.95. 0 7134 4360 X.

Less of a companion than a dictionary, less of a dictionary than an encyclopaedia, this is a very useful handbook for reference. Originally begun as an aid to readers of Russian literature, its scope widened to embrace the whole of Russian history from tenth century Kiev until the 1960s. Probably in deference to the aim of appealing to the general reader, whose prior knowledge and interest is not likely to go back beyond Ivan the Terrible, or even Napoleon's Moscow Campaign, the emphasis is on the most recent centuries.

Whether or not because of his original conception, John Paxton has produced some excellent entries on cultural history, as good on the visual

arts, dance and music as on literature. But then he is also good on politics and political theory, with a particularly lucid entry on dialectical materialism, only marred by one of the most ungainly absurdities man-made language ever fell into. "Man must co-operate together", writes Mr Paxton. Why ever didn't he say "People must co-operate"?

But this idiosyncy is an isolated one, and in general Mr Paxton displays an impressive ability to communicate concisely. In many entries he helpfully refers us to other books in which to follow up the subject. The cross-referencing is good, the chronology, and maps at the back are good, but best of all, this companion is truly companionable, and welcomes you into the Russian world. The only questions I failed to find the answers to are of perhaps only culinary importance, but it would be nice to know why is Pavlova Pavlova, and why is beef Stroganov?

Jessica Saraga

THE UNIQUE PAPERBACK REFERENCE LIBRARY

Roget's Thesaurus of English Words and Phrases. Edited by Sue Lloyd. 051.124 5. £2.95. Second edition.

The Penguin Dictionary of Religions. Edited by John Himmels. 051.106 7. £4.95.

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The Penguin Dictionary of Troublesome Words. Bill Bryson. 051.130 X. £2.50.

The Penguin Dictionary of Sociology. Nicholas Abercrombie, Stephen Hill and Bryan Turner. 051.108 3. £3.50.

PUBLISHED 26 APRIL 1984

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REFERENCE BOOKS

Town or around

The Art and Architecture of London. By Ann Saunders. Phaidon £22.50. 0 7148 2320 1. The Shell Book of British Buildings. By Anthony McIntyre. David & Charles £12.50. 0 7153 8122 9.

Unlike so many other ancient towns and cities in Britain, London has really very little of its pre-Georgian past to show. Of course there are great medieval masterpieces such as Westminster Abbey, but few of the timber frame buildings you can find in quite ordinary places like Ipswich. Though every generation must share the blame, it is worth remembering that even in Dickens' time there were large areas of dilapidated Tudor buildings still in existence in London.

Today a walk round London is a matter of the imagination, a good guide book, and carefully sought out props, such as blue plaques and the occasional genuine survival.

One such guide must be *The Art and Architecture of London* by Ann Saunders. Bearing in mind the unremitting flow of new books on London and the fact that you can buy a perfectly adequate one in any secondhand bookshop, is there really a need for yet another?

London certainly is continuing to change (though mercifully not at quite so destructive a rate), but the body of most guide books is the same collection of familiar anecdotes, told and retold over the generations. The worrying feature of all such compendia is that they allow no opportunity for fresh research, for critical appraisal of old chestnuts. Only the most scrupulous historian can incorporate and assess all



St Pancras Station, from "The Art and Architecture of London"

the scattered work of local history groups, antiquarians and scholars.

Dr Ann Saunders is probably better qualified than most to produce something more rigorous and reliable. A qualified local historian and architect, she has written and lectured on aspects of London's history for many years. She has also, apparently, visited everywhere mentioned in the book - no mean feat in view of the fact that it includes all the outer London boroughs.

Of course the book has omissions; some items are treated scantily; others in too much detail; and it is too large to carry round. But it is well illustrated and is as readable as any book is.

If it is, in some respects, a Concise Pevsner, *The Shell Book of British Buildings* is certainly not. Though the name may suggest a comprehensive and authoritative survey - perhaps the work of a team of experts - it is in fact no more than a slightly unconventional book on British architecture, written by a youngish architect.

Its best feature is a brief gazetteer of about 200 buildings, arranged in county order at the back. But this is not the sort of AA/Readers Digest book to



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Plain-spoken

A Guide to English Educational Terms. By Peter Gordon and Denis Lawton. Batsford £14.95. 0 7134 4375 R. £5.95. 4376 6.

The compilers have had the excellent idea of providing a plain guide to terms either in current use in education, or historically, as it were, hanging over it. So here are enrichment programme and cognitive map and age participation rate, alongside payment by results and higher grade school and Geddes Axe. The book is not, they insist, an encyclopedia, and does not include entries for "individuals, however famous". Confining itself almost entirely to England and Wales, it starts with the Aberdare Report and marches relentlessly, in double columns, until it reaches Z-scores. It adds useful lists of acronyms, reference books and "ministers of education".

(Some lengths of the last - 59 names in 127 years of read rather like Beacomber's list of cabmen.) A little unnecessarily, it is stressed that the historical entries are intended for the general reader rather than the professional historian. Where they might help, pointers to further reading are provided - never more than two books to a topic.

The real test of such a handbook is its inclusiveness. As I know as an occasional compiler of such books, a couple of failures to find what he seeks (sometimes even one) can inflame a user spectacularly. Of the entries I looked for, I found something like nine out of ten, a high score. Most of the entries that weren't there, so to speak, were peripheral ones, and none was current - such things as Curtis Report, continuation schools (found under day continuation schools, which is not where everyone would look for them),

school care service, new mathematics. A tiny confusion for the reader follows from the fact that the lines used to indicate the start of a new letter extend across one column only, though the final entries of the preceding letter stretch over two columns.

Occasionally, as can hardly be avoided where sometimes complex ideas must be glanced at briefly, there's a comic effect: as when the compilers say, under "creativity", "it is now generally recognized that some individuals are more creative than others, but whether Beethoven or Leonardo would be scored highly on creativity tests is a more difficult question". As a victim of education jargon for several decades, I find myself nominating the terms that, in 10 years time, will be worse than meaningless. "Teaching style" and "encyclopaedism" must be near the top of such a list.

But this really is a good job, steady and helpfully done.

Edward Blissh

An A-Z of Careers and Jobs. Edited by Diane Burston. Kogan Page £8.95. Three hundred and fifty occupations are listed alphabetically in this career directory for young people at a school. It is a good, basic guide. For each entry a brief introduction to the nature of the work involved is given, followed by details of necessary qualifications and training, personal qualities, starting salary and career addresses for further information. The book covers the traditional areas of employment, as well as some new unusual occupations.

M Crutchfield

Double definition

Readers Digest Great Illustrated Dictionary. Edited by Robert Ison. Readers Digest Association £29.95 (two volumes).

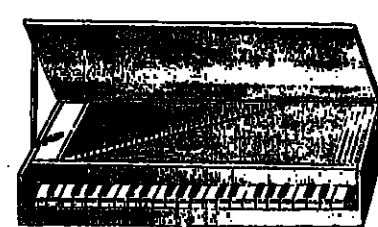
Faced with the task of reviewing what is, in effect, a very long list, I was sorely tempted to use as a model the "Beacomber" reviews of "The List of Huntingdonshire Cabmen" ("One had not realized that there were all these cabmen living in Huntingdonshire. 'Democracy's' hanging answer to the Dictators." This might I have written, "All my old friends are here - 'hot flush', 'cavitation', 'shufti' and the always welcome and reassuring 'gutbucket'. Others, alas - such as 'chain-wheel', 'skinsuit' and 'desmodromic' - were conspicuous by their absence. Nevertheless...")

One of the things about this dictionary, though, which makes it a strong contender for the school library, is that it doubles as a concise encyclopedia. Thus there are biographies of famous people, and longer "feature articles" on a variety of topics. The dictionary has its own system of pronunciation guidance, which works very well, and the pronunciation key is thoughtfully repeated every couple of pages or so in the margin of the text. Another useful feature is that where it seems appropriate, a definition is followed up by a note on usage - a discussion, for example, on the differences between "further" and "farther".

Tuning in

Assemblies A-Z. By C M Ward. Blackwell £6.95. 0 31 13468 9. *User's Guide to the Bible.* By Chris Wright. Lion Publishing £1.95. 85648 409 1.

Christian publications viewed as educational materials (which is presumably how we are meant to consider them if they are submitted to this paper for review) can seem distinctly odd. To Christians working in education they



The clavichord: originally designed for organists to practise on

This is a very comprehensive work indeed. Bound in two weighty and handsome volumes, it has just under 2,000 pages, well over 2,000 illustrations and 180,000 definitions - a number which takes it well into *Call My Bluff* territory. If the basic measure of a dictionary is how well it chooses its words and how clearly it defines them, then the *Great Illustrated* is very good. One problem of compiling such a dictionary, it seems to me, is that you get into a tautological impasse which compels you to include common words and to define them briefly and elegantly yet in a way which leaves you prior knowledge of what the word means. Thus, here, "revolving door" is rendered as "A door having several partitions attached to a central axis on which it turns, thus keeping out draughts"; which is fine if you already have a mental picture of a revolving door, but less than enough if you do not. Still this is not so much a problem as a generic

feature of dictionaries, brought about by the converging limits within which they have to work. In the same way it is probably all too easy for the critic to list - as I did in my first paragraph - a few specialized, but not all that uncommon, words which are missing. The "Multi-Storey Car-Park Principle" is at work here. (Even if the sign says "Full", there's always clever dick who can find an empty space.)

The dictionary's many illustrations are intended to plug some of the gaps in clarity and understanding. Most of the time they do this - the article on skeletal joints, for instance, is very clearly illustrated. Other pictures do little - that of the "Fashbury Flap" adds nothing to the excellent verbal definition. One problem is the insistence on using colour photographs in unreasonably small sizes - quite literally, at times, postage stamp dimensions are used. In many cases line drawing would have been clearer, especially where the need is to show structure or movement.

In general, though, this is an excellent production. Put it in a school library and children of seven upwards will browse through it eagerly, attracted by its clarity of format and its illustrations. And when some small, 11-year-old comes up with "the word of the week", it will rarely be found wanting. It's not had value for money either.

Gerald Hough

can be downright embarrassing. *Assemblies A-Z* is a collection of 200 simple stories, together with prayers and hymns, arranged for primary school "worship". While these retellings of Bible stories and of such well worn topics as Dr Barnardo, Gladys Aylward and Florence Nightingale are merely anodyne, the token acknowledgements of the other world faiths are crass. Hindus are different to "us" the founding of the Sikh faith is told in order to make us pure "for Jesus Christ's sake" and Indians are labelled ignorant until they have heard about Christmas. Nor is the alphabetical arrangement any more helpful: X is for Noah (multiplication), voting and Xian Aid.

With its act infinitely more together comes the *User's Guide to the Bible*. This super-glossy, full-colour, breezy, bouncy guide to the Bible is for "believers" (ie believers, not students). Reading the Bible, we are told, is like listening to the radio. A two-page photo of a sparkling portable is captioned with such points as the fact that a radio won't say anything unless the power is switched on. "Neither will the Bible." Two speakers are better than one. "The Bible has two speakers: the Old and New Testaments." Tuning in. "This book is a guide to the frequently available in the Bible." As it says on the cover, "Stunning."

David Sel

REFERENCE BOOKS

Finding faith

Penguin Dictionary of Religions. Edited by John R Himmels. Penguin £4.95. 0 14 051 106 7. **Dictionary of Philosophy and Religion.** Eastern and Western Thought. By W L Reese. Harvester Press £9.95. 0 85527 7955. **A Dictionary of Religious Education.** Edited by John M Sutcliffe. SCM Press and The Christian Education Movement £14.95. 334 01968 0.

The Penguin Dictionary of Religions has been very nicely judged: where it cannot explain, it promises rather than betrays. Its main function is to con-script key words in substantive religion into the arbitrary regimentation of A, B, C etc. Generally, it does so in a lively way. "Human Potential Movement" appropriately provides happily value-free English: "Innumerable Americans and Europeans have 'graduated' from 'test' (Erhard Seminal Training): they are shut up for a weekend, during which abuse is hurled at them to enable them to achieve personal growth." For new religious movements and secular alternatives to "religion" (Marxism, humanism and so forth) are included. Deserved attention is given to historically formative or interesting religions, also to those that - in the contemporary embarrassed way - are termed "primal".

The excellent device of a general index at the back allows the entries to be relatively long and so encyclopedic in feel. Suppose one wants to look up

"Aurobindo" (a recent utopian guru): the general index refers one to page 149 where he is to be found within the entry for "Hinduism (Modern Movements)". Serious students are much assisted by page references from the text to expertly selected works in bibliographies (divided by subject) at the back: here one can agonize about books one ought to have read, or wonder at omissions from the list (for example, Hans Jonas' *The Creativity of Philosophy and Religion*). There are even maps with place names (though, despite available space, the names of peoples are not included, except for positive discrimination in the case of Africa). This dictionary promises rather than betrays because it is painstakingly organized to point beyond itself to relevant literature.

Its focus is not so much on scholarly approaches to religion (for example, the sociological, or psychological), and those whose primary interest is philosophical will do better with the *Dictionary of Philosophy and Religion*. Though at £9.95 it is double the price of the Penguin dictionary it is much better (but still paperback). The book is valuable for its fusion of what are typically either dictionaries of philosophy or of religion. However, the approach to religion is philosophical: for example, it is not really made clear that Deism was suppressed: not (unlike the Penguin dictionary) is there mention of the Aurobindo-inspired community at Pondicherry. In contrast, many philosophical theories of evolution are usefully gathered

together in 31 numbered paragraphs (such numbering being the method of cross-referencing). This dictionary must have been a heroic undertaking for William Reese, the principal investigator. Limitations are unavoidable: thus "jnana" is described as knowledge without mention of its intuitive nature. Follow up is possible through the major works of philosophers and others mentioned in the text.

Even though it costs £14.95, the R E teacher may find the *Dictionary of Religious Education* professionally irresistible. Others probably will manage to resist this limpback book: for it is strong on entries such as "Department of Education and Science (DES)" and "Aims of R E in L.E.A. Schools". Its *raison d'être* is to concentrate on the "methods of teaching rather than the content of what is taught". Thus it appears that the complexities of multi-cultural R E have been modishly compounded through the use of computers (see "Computer Assisted Learning in R E"). However, the dictionary ensures that in the long run simplicity triumphs with a vengeance - for there are no Zs listed.

The selection of "Zen" (despite the inclusion of "Yoga"), of "Zionism" (despite the inclusion of "Bar Mitzvah") and of "Zoroastrianism" (despite the three pages given to "Bahá'í") is somehow eloquent about the post-Christian perplexities of R E today.

Geoffrey Ahern

Mélange

Circles of Learning Ireland: A cultural encyclopedia. General editor Brian de Breffny. Thames and Hudson £10.50. 500 013047.

In his introduction, the distinguished editor of this volume states that its purpose is to present a succinct body of classified information. Brian de Breffny has collected together an uncommonly authoritative group of contributors but, given the scale allotted him (258 pages), it is sad to conclude that the work proves to be unhelpful, intended as it must have been for general readers. The scholarship of the contributors inevitably appears as a somewhat bewildering mélange: the alphabetical arrangement is a deterrent rather than an aid. Thames and Hudson have for many years have provided readers with work of outstanding quality, it is sad to have to complain about the design of this book.

My heart grieves especially for Thomas McCarthy, who was responsible for the literary entries. The majority of his contributions have to be a few lines only and he has not always been granted space for a minimal bibliography. There is less significant detail than one might find in the pages of something like *Exchange & Mart*. General articles on such themes as theatres, painting and literature only emphasize the snipeliness of the volume as a whole. Curiously, archaeology seems to get a better showing, and, in view of the valuable excavations and

Timothy O'Keefe

Ready answers

A Dickens Companion. By Norman Page. Macmillan £20.00. 0 333 31539 1.

It is easy to understand the usefulness of a Dickens Companion for students, but what has it to offer the ordinary reader whose motive is the purest one of pleasure?

A first glance suggests a source of ready answers to participants in literary quiz games, but on closer examination its wider value is revealed. The layout is superb, in which novel a minor character occurs. Here he will



"Eire page", designed in 1922 by Art O'Murroughan as part of a project for illuminating a book

analyses that have been conducted in the last 40 years or so, it is good to have the most recent findings summarized. But if only the immediate approach to the great passage grave of Newgrange, near the River Boyne, had not been decreed by a new approach way: when I last saw this it suggested a municipal lavatory, rather than the entrance to one of the great artefacts of Europe.

The general article on sculpture is a fine example of compression. A minimal account that ranges from 3,000 BC to the present day and yet increases the wish to know more is a commendable achievement. Unfortunately, the book's format may deter potentially interested readers, which is a great pity, considering how much knowledge, time, energy and money has been expended on it.

Timothy O'Keefe

Grow up

The Parents' A-Z. A Handbook for Children's Health, Growth and Happiness. By Penelope Leach. Allen Lane £10.95. 0 7139 1368 1. **Babyshock.** By Peter Berman. Arrow Books £2.95. 0 09 932950 6.

No book can really prepare anyone for the impact of first-time parenthood, as the trouble with babies is that they can be so unpredictable. One can find a pregnancy so that the new arrival coincides with grandparents' holidays only to have the baby show up hale and hearty but two months early; that's how parenthood came crashing down on me.

Many books are on the market today to help with some of the groundwork, such as buying the right materials and equipment, and advising to expect some sleepless nights. But no preparation can be made for the state of exhaustion combined with a sudden overwhelming sense of responsibility. In her books, Penelope Leach has gone some way to set the stage and answer many questions.

Additionally, *The Parents' A-Z* also makes a parent think ahead by covering its subjects through later stages in the child's development. The subjects range from Abdominal Pain to Worms, enough unpleasantness to put most childless book-browsers off the idea of parenthood. Perhaps that explains the lack of a table of contents or an index.

The topics are largely of a medical nature, like Chickenpox, or sound, reassuring advice, like the long entry under Adolescence, or a combination of both, like Convulsions, Fits and Funny Turns.

Babyshock focuses on the mother, setting questions, starting with "How will a baby change my life?", and offering an answer. Anonymous mothers are quoted to give opposing viewpoints: "All that love and trust".

The constant noise. An action plan to fight post-natal depression is supplied, and, like *The Parents' A-Z*, the advice extends beyond the initial stage which gets the reader to think ahead. But I'd like to have seen a more extensive section on bringing the baby home from hospital, and how to be a human being during that first week at home. That was the point when "babyshock" hit me the hardest. Nothing had prepared me for the actual toil involved.

Chris Fernie

Ever vigilant

A Dictionary of Mottos. By L G Pine. Routledge & Kegan Paul £9.95. 0 7100 9339 X.

Whatever this compilation may be for specialists, for amateurs it is for testing, and delightful it is. Of the several meanings of the word "motto" given in the Oxford Dictionary, only three are relevant to the compiler's purpose, and of these one, "word or sentence accompanying coat of arm or crest" furnishes the greater number of mottoes listed. Aside from the English, most are naturally Latin, though there is a sprinkling of Welsh, Gaelic, Cornish, Greek, and a few are of more exotic origin. English translations are given, and these are used as the basis for many mottoes are pedestrian enough, but some open strange vistas. Why should 97 Squadron RAF have as a badge, an ogress pierced by an arrow, illustrating the motto "Achieve your aim"? Were ogresses among Germany's secret weapons? And was their antique nature that made the Squadron (gentlemen to a man) use arrows, not bullets or bombs? Fancy wonders, and gets no answer.

Is it complacency that led to Cam-

berwell Borough's "All's Well"? What think the residents? How odd of the Metropolitan Water Board to choose, "And I cause it to rain upon one city", which suggests a most peculiar view of their function, a degree of megalomania attributable perhaps to water on the brain. Then there is the Poultry Association's "Ever vigilant". What for? Do poultry have dreadful lapses needing instantly to be perceived and corrected? Or is it against the fox (human or animal)?

What awful secrets lurk behind the Logan-Homes's one word motto, "Revenge"? Is this Mrs Radcliffe, or Monk Lewis country? And what about the London Clinic's "Serve Humanity"? Surely, neither wholly accurate nor appropriate, is it. Fustianist realism that inspired the family motto "Honor is vain", or some more bitter experience? And how extraordinary of the Greenwich London Borough to boast "We use time", as if no one else does. One trusts that never shall they have cause to complain of its waste and consequences thereof in the manner of Richard II.

But enough. There is much pleasure in this dictionary.

Pierre Watter

Dead sinners

The Enlarged Devil's Dictionary. By Ambrose Bierce. Edited by J E Hopkins. Penguin £3.50. 0 14 039 023 5. **The Penguin Dictionary of Saints** (second edition). By Donald Attwater. Revised and updated by Catherine Rachel John. Penguin £2.95. 0 14 051 123 7.

Review, v.i. To set your wisdom (holding not a doubt of it) Although in truth there's neither bone nor skin to it) At work upon a book, and so read the qualities that you have first read into it.

No one, not even Oscar Wilde or Dorothy Parker, could turn witicism or acid "definitions" better than Ambrose Bierce. *The Devil's Dictionary* emerged out of a column in a San Francisco paper. It was, to quote its

original title, "a cynic's word book" aimed at deflating presumptions of every sort. The *Dictionary* is now well known, as is Bierce's mysterious (and final) disappearance into revolution: a Mexican in 1913, time surely to rescue him from his Freudian canonization as the archetypal self-destructive modernist and time to reprint his superb short stories *Tales of Soldiers and Civilians* and *Can Such Things Be?*

Edith Simon's *Petition, The Saints*, was a marvellous book, endlessly readable. Penguin's *Dictionary of Saints* is much more arid, a reference book solely, terse almost to the point of absurdity. A brief appendix vouchsafes the information that St Agatha's emblem is "BREASTS ON DISH"; avoid the Ag entries at all costs. (The only saint I ever much bothered about, the blessed Mirren, doesn't merit an entry though looking at the results, Jude seems a better bet.) Bierce's definition: "Saint, N. A dead sinner revised and edited".

Brian Morton

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Recording change

Images of the World. By Roger M Smith. Collins-Longman Atlases £12.95. 0 582 00056 4.
The World Weather Guide. By E A Pearce and C G Smith. Hutchinson £14.95. 0 09 151751 6. £7.95. 151750 8

Some satellite images have become visual clichés, like the earth rising from the moon, or a depression approaching from the North Atlantic. There is also a constant stream of pictures of our globe transmitted by a range of remote sensing satellites which, though useful to spies and cartographers, has scarcely been exploited for its general and educational interest. These can be photographs, but the best detail comes from infra-red pictures in which forests come out red, seas black and cities grey, which the eye finds difficult to interpret. In *Images of the World*, sub-titled "An Atlas of Satellite Imagery and Maps", infra-red pictures from NASA's Landsat satellites have, with some claimed difficulty, been reconstituted into more natural colours, green lowland, brown mountains with white snow on red towns. Sand bars and salt flats show up turquoise in deeper blue water.

The images thus created are placed beside conventional maps of the same region, with fascinating results. The pictures reveal the marks of glaciation, geological faults, irrigation systems, even roads and railways. A streak which could be a road, a river or a joint between two photographs can be identified by a glance at the adjacent map.

There is no attempt to cover the whole globe. Areas which exemplify various features - arctic tundra, river deltas, seasonal changes in vegetation - are grouped together and indexed as rectangles on world maps. A short interpretative supplement shows how to incorporate this kind of material into secondary school geography teaching.

Some features, for example mineral exploitation, seem to be illustrated more clearly by the maps than by the Landsat pictures. Indeed the whole exercise is more of a tribute to the map-makers' skills than any threat to supplant them. The primary value of the eyeball in the sky will be to record change.

The World Weather Guide was conceived by a globe-trotting advertising executive wondering what to pack for Jakarta in January, and is most likely to be useful to others of his kind. The detailed weather statistics collected mean monthly maximum and minimum temperatures, recorded extremes, rainfall and relative humidity in key cities all over the world. There is a large section on Great Britain so that the traveller's destination can be compared with a familiar environment. An introduction explains the wind chill factor, and the comfort index which depends on temperature and relative humidity. Valuable though *The World Weather Guide* may be to actual and armchair travellers, it could not have helped to predict that last Easter Glasgow would be considerably hotter than Athens.

Judith Mirzoeff

Scientists who can't and scientists who can

A Dictionary of Life Sciences. By E A Marlin. Macmillan £22.50. 0 333 34867 2.
The Biographical Dictionary of Scientists. Edited by Dr David Abbott. Clarendon £10.95. 0 584 10853 2.
The Cambridge Illustrated History of the World's Science. By Colin A Roman. Newnes Books £15.00. 0 600 38423 3.
Aristotle to Zoos: A Philosophical Dictionary of Biology. By P B and J S Medawar. Weidenfeld and Nicolson £15.00. 0 297 78297 5.

This is a motley little collection of reference works - one a straightforward dictionary, one a slim Who's Who of biology and medicine, one an attempt at a comprehensive history of science and one a very special delight - a Becham Lollipop.

Let's get *A Dictionary of Life Sciences* out of the way first. It is competent, not very exciting and would probably be worth considering were it not for the exorbitant price. For £22.50 I would expect something far more comprehensive and accurate - I'm afraid that crustacean chromophore-controlling hormones are not homologous (sic) with vertebrate hormones with a similar function. But my chief quibble is that it has a curiously old-fashioned taint to it. There is a whole tale devoted to a classification of fruits (does this still loom large in school biology?) but no mention of, say, foraging strategy or group-selection. And the page numbers are most inconspicuously placed near the centre-fold.

The Biographical Dictionary of Scientists - Biologists is essentially a Who's Who. For although there is an excellent historical introduction it is extremely brief and the final glossary is not all that useful. The main part of the book deals with "people who have made outstanding contributions to the science". It gives their potted biographies, lists what they found out and describes where this fits into the mainstream. Leaving aside living biologists it succeeds rather well and students and others will gain a reasonable idea of the course of biology and learn a great deal. I had no idea that Spallanzani was such a versatile fellow nor did I know that Francis Galton had invented the ultrasonic dog whistle (do these exist? Can one actually enter a shop and buy one?) But professionals will get more fun out of it by playing their own "which-of-my-contemporaries-is-in, which-has-been-left-out?" game.

Of course it's difficult to include everyone in a small book but the treatment of twentieth-century biologists here is so bizarre that I, for one, dispute the claim on the dust jacket that this book is "authoritative". Some of the oddities that struck me were:



From the first of Allen and Uwin's two-volume *Encyclopedia of Mammals*, edited by Dr David Macdonald, to be published June 4 (£25.00). This delightfully illustrated book covers carnivores, sea-mammals and primates and the second volume, to be published in October, will cover herbivores, insectivores and marsupials; together embracing every living species of mammal.

Desmond (groan) Morris IN but E O Wilson, W D Hamilton, John Maynard Smith OUT; Colin (Reith Lectures) Blakemore IN but both Hubel and Wiesel (originators of all the recent work on visual neurobiology and Nobel Laureates to boot) OUT; and James Gray, founder of the Cambridge "school" of experimental animal mechanics OUT but one of his far less influential pupils IN.

A final curiosity: one extremely distinguished zoologist has either changed his name recently, been pulling the editor's leg or been the subject of plain carelessness. His name (and I thought he always published under it) used to be Pringle, J W S. You will search in vain for him in the index. But look up Sutton-Pringle, J W and you're home and dry. Well not quite, because his biography peters out in 1961 when he seems to have left Cambridge. You wonder what he did then? Well, I'll let you into a little secret: he went to a place called Oxford where he was Linacre Professor of Zoology until his retirement. But who's supposed to be writing this dictionary?

The Cambridge Illustrated History of the World's Science is a more serious attempt to discuss the developing science over the last 5,000 years and within its limits it succeeds very well. The coverage is far broader than one usually encounters as there are sections on the Mayans, Hindus, Indians, Arabs and Chinese. Much of this is fascinating reading, despite the somewhat journalistic style, and I was particularly interested to learn about early Arab medicine. The bulk of the book, of course, is devoted to the Greek-Roman-European tradition: mathematics, the physical and biological sciences are all discussed and although the author is obviously particularly at home with astronomy, the coverage and treatment of other areas is perfectly adequate.

I would have liked it made explicit that scientific advances go hand in hand with technological ones and I that science is a shared cooperative venture deriving from man's essentially social nature. I make this point commendably humane and liberal. How nice to see an author lamenting "In English there exists no simple history of man's achievements in science, though there are plenty about his struggles to dominate others". And I liked the way Mr Roman's evident enthusiasm for his subject comes across.

What I did not like was the arrangement of bunched photographs, often some way from the text they are illustrating, nor the positioning of the captions which are consequently difficult to follow.

What a pity, however, that, like so many others, the author is taken in completely by Aristotle the biologist: how exactly, for example, do cuttlefish anchor themselves to a rock during storm weather? The point is not that cuttlefish lie buried in sand for much of their life, including bad weather, but that Aristotle knew no more about their behaviour than I A Richards. I have only once encountered an explicit statement of Aristotle's shortcomings as a biologist but that brings me on to the Lollipop, if that is not too unkind a word for something containing so much scientific good sense, even profundity. *Aristotle to Zoos - A Philosophical Dictionary of Biology* is a superlative collection of mini-essays on a variety of biological topics. It is totally idiosyncratic and slightly precious, but if the authors have over-indulged themselves slightly, what matter? This is a bedside book for all biologists, or at least all biologists with a sense of humour.

The authors openly admit that this is a book for browsing in. But it is so witty and so readable that I found myself skipping back and forth until I'm fairly sure I must have read it all. The entries are either predictable (arthropods, chromosomes, sense organs) or, mostly, unpredictable (altruism, king crab, Wooster's Paradox) and the treatment is either straightforward (cancer, Mollusca, sickle-cell anaemia) or extravagant. Thus "carotid artery" is included so that we can correctly interpret the term "parthenogenesis" which includes a warning to young ladies that claims for virgin birth can be tested, and "chicken and egg" begins by the authors explaining that "in the United Kingdom it is a long-standing tradition that even in the big cities milk is delivered daily before going on to say Samuel Butler's famous epigram 'we must count it a mercy that the remark came too late to be attributed to Oscar Wilde'". There are other similarly elegant put-downs of people (Darlington, W S Gilbert), topics (the Origin of Life: I was delighted to find I'm in good company - Charles Darwin no less - being bored rigid by this) and institutions (the first M B Degree).

The writing is of the evasively high levels we have come to take for granted from Sir Peter, although how can you take for granted such lapidary statements as "reductive analysis is the most successful research strategy ever devised: it has been the making of science and technology"? Such duty of thought and expression is remarkable and only one example of the light and make it explicit that it is the scientist's duty to spread light, to dispel the absurd and untested, to be suspicious of ancient "wisdom", to do nothing at its face value. As they put it, however, "some recent the whole of elucidating any entity or state of affairs that could otherwise have continued to languish in a familiar and non-threatening squalor of ignorance". My italics, because I find it surprising and depressing that so many people still seem to want to reject science and its methods. Like the Medawars, I find that what is revealed by analysis is more, not less beautiful than what went before, and it is nice to see this spelled out so eloquently by such authorities.

The authors are liberal and humane, too, stating unequivocally of Galileo (he of the dog-whistle) that "his modernity is that of the gas chamber" and curiously such ontologies as "genetic", "nature and nurture" with "dispositional" and "responsive" comments, far removed indeed from the generalism of many "popular" biological writers. And that their love of animals is so evident: not only rights but in their descriptions (under "zoo") of the delight "... of elephants being housed down on a hot day ... [and] the public performance of the unhurried tempo of the Mesozoic".

Of course I don't agree with it all: I don't share their enthusiasm for the *Penguin Dictionary of Biology* (I think they've been far too soft on sociobiology (although sociology gets a witty, merited side swipe in "terminology") and I can't believe we are listening to the Dies Irae ("malaria"). But to return to Aristotle. Here it is, quite explicit: "the biological works of Aristotle are a strange and generally speaking rather tiresome jargon, hearsay, imperfect observation, wretched thinking, and credulity amounting to downright gullibility" and then "we do not believe that anyone who decides not to read the works of Aristotle the biologist will risk spiritual impoverishment". Good, but what I want to say is that not to have read *Medawar* is indeed risking spiritual impoverishment and because at the very least this curious little dictionary should whet your appetite for Sir Peter's many other essays, you should go out and get a copy today.

John Messenger

John Messenger is Reader in Zoology at Sheffield University.

Heavyweight contender

McGraw-Hill Encyclopedia of Science and Technology. McGraw-Hill £65.00. 0 07 0 45482 5.

My first key word is *amiable*. There is nothing particularly wrong with reducing the towering edifices of science and technology to the scale of a holiday cottage on the side of the Breconshire hills. But there is nothing particularly useful about it either. Although encyclopaedias are perhaps not the best of places to provide broad coverage of the results of recent scientific research, I do feel that an opportunity is always missed to involve the observer, to prove that scientific investigation, though dependent on cold hard facts, is about an infinite variety of cutting edges, about mistakes and about false turnings.

If the principal intention is to provide ready access by way of expanded definitions, short accounts of specific fields or (though this is not the case here) potted biographies of the great and good, I feel that the ideas could be better presented in the context of encyclopaedias of more restricted scope or of a good textbook. Compartmentalization and blinkered viewpoints are in any case rife in science, so even though panoramic views are laudable, the logistical basis of the traditional encyclopaedia is likely to reinforce rather than relieve the effects of specialization.

My second key word is *bulky*. Measuring just over seven by twenty-one by twenty-seven centimetres, with 7,300 set-pieces waiting to be discovered, in terms of sheer bulk the book must rival the Gutenberg Bible. This will be a significant drawback, particularly for early teenagers, the cumbersome working against the convenience so expressly desired by the publisher, who might have been better advised producing two volumes of more manageable proportions (as in the *Shorter Oxford English Dictionary*).

My third key word is *concise*. For many years, at least one of the five editions of the *McGraw-Hill Encyclopedia of Science and Technology* - America's (scientific) answer to *Encyclopaedia Britannica* - has darkened the bookshelves of many a school library. As most of the material for this abridged version has been gleaned from the 15-volume 1982 edition and various other of the same publisher's reference books, the result is inevitably going to be highly selective (though most of the subjects I wanted to know about were included) and marginally out of date. On the bright side, there is a 30,000-entry index and enough of the Russian-doll variety of cross-references to waylay the casual browser for weeks.

My fourth key word is *dull*. Although the 50-page list of consulting editors and contributors testifies to the

book's aspirations to be an authoritative reference work, this is worthy and adequate rather than a jewelled crown sparkling with many of the leading American science popularizers. One very telling aspect of the list is the percentage who are now retired or deceased. The illustrations and the literary style would have seemed old-fashioned 20 years ago. This "glass-case" approach to presenting vast amounts of information on all branches of science (including mathematics), medicine and technology really ought to have gone out with the ark.

My fifth key word is *expensive*. Considering that the book is lifted wholesale from previously published material and that most of the production costs would have been devoted to maintaining McGraw-Hill's usual dependable standards of presentation. By comparison, the 15-volume edition of the mother encyclopaedia costs £265. A sixth edition is not expected for another two or three years.

So, if you don't mind your science served up as alphabet soup, go ahead, and custard with dream toppings, this is as good as a reliable place to start as any. If you want to find out about the most up-to-the-minute discoveries about what causes cancer and Huntington's chorea (rather than being told blandly what they are) or about new elementary particles and grand unified theories in physics, read *New Scientist*.

Robbie Vickers

Ideas and concepts

The Dictionary of Human Geography. Edited by R J Johnston, Derek Gregory, Peter Haggett, David Smith and D R Stoddart. Basil Blackwell £4.95. 0 631 13465 4. Library edition £27.50. 0 631 10721 5. Collins Revision Aids. Geography Basic Facts. By John Jilbert. £1.50. 0 00 458991 6.

It is rare to find a book so indispensable at so reasonable a price. Make no mistake - the paperback edition of *The Dictionary of Human Geography* is truly a bargain. This is no perfunctory listing of ideas and concepts in alphabetical order. Each definition, no matter how short, is attributed to one of the five distinguished editors, or the

thirteen other academic geographers who have contributed so effectively to this volume. Remarkably, the text is very readable, despite the number of contributors, and the utility of the 374-page dictionary as a reference tool is further enhanced by an excellent and comprehensive 36-page index to facilitate cross references. Only too often authors of technical dictionaries make the inaccurate assumption that a list of definitions from A to Z will be sufficient for most purposes. It rarely is. As a bonus all the major definitions here are printed with an appended list of suggested readings, some even specifying particular chapters or page references. As a student's companion it could hardly be bettered.

Against such excellence it is hardly

Philip Sauvain

On the wing

The RSPB Book of British Birds. By P Holden and J T R Sharrock. Macmillan £2.95. 0 333 36778 2.
Birds of the World. By R K Howard and A Moore. Macmillan £7.95. 0 333 36229 2.
Fieldguide to the Birds of North America. National Geographic Society/David and Charles £7.95. 0 87044 472 7.

The out-and-out winner of this season's offerings for birdwatchers and bird lovers is the Paperback edition of a handbook from the Royal Society for the Protection of Birds. In two years as a handbook it has become established as one of the best possible introductions. Now a pocket-sized version,

with all the original full-colour plates, is available for less than three pounds.

Nearly 300 species of birds are described, with sufficient information about their characteristics and habitat to justify positive identification. The authors' skill in conveying esoteric information alongside the more routine, standard, facts is matched by the quality of the illustrations. The artistry of Hilary Burn depicts the detail of the birds' posture and plumage against typical backgrounds.

The plates and complementary text are on facing pages throughout the book. A glossary and index further aid quick reference and understanding. The whole may have been prepared primarily for beginners learning the pleasures of birdwatching; it will de-

light the more experienced also.

For more extensive scientific reference, *Birds of the World* offers a "complete checklist". This is another "complete checklist". Although, obviously, of less general appeal than the RSPB contribution, it is a remarkable compilation. Not only are all bird families, genera, species and subspecies included, but the tabulated lists also include notes on geographic distribution. Random sampling suggests that the list is competently comprehensive and admirably accurate.

A handsome American volume is also praiseworthy. Many of the birds included have relations in this country, and the book is a useful companion to the other works now available.

F W Kellaway

Epochs

Timescale. By Nigel Calder. Chatto & Windus £12.95. 0 7011 3925 0.

Timescale is like no other book I have ever seen, and it really lives up to its subtitle "An Atlas of the Fourth Dimension". Prolific science writer Nigel Calder has combined information gleaned from astronomy, geology, geophysics, paleontology, biology and other scientific disciplines to produce a history of absolutely everything, from the Big Bang in which the Universe was born to the technologically minded, talkative apes that now dominate the Earth.

The first 76 pages of the book set the scene, discussing the nature of the

scientific techniques used to unravel the story and the nature of science itself. The final 95 pages provide a "reference index" which is really a kind of mini-encyclopedia. In between, we have a series of maps showing the changing face of the Earth and the narrative and timescale itself.

The timescale is a series of summaries of different epochs in time, presented logarithmically so that events that covered millions of years thousands of millions of years ago get the same space as the events that took years and occurred a century or two ago. The whole is lavishly and informatively illustrated, and the only notable defect in the presentation is the lack of a conventional index which would make it easier to use for reference.

Even so, the book is likely to be one of the best scientific teaching aids to appear in 1984. *John Gribbin*

The Wild Flowers of the British Isles. By Ian Gervard and David Streeter. Macmillan £14.95. 0 333 32679 2.

No one who cares for wild flowers can afford to be without this book either to browse through enjoying the beautiful drawings, nearly 1,500 of them, or to consult to identify the flowers they have found. It is particularly helpful for the amateur unfamiliar with the technical terms and complicated keys of the standard flora.

Identification through comparison of the plants with the drawings, detailed and accurate in colour as in all other respects. The habitat and flowering period of each plant is described and special characteristics noted in the text. There is a bibliography of useful reference books, a glossary and thorough index. This is a superb value at any price. *Katya Watter*

Star value

Amateur Astronomy. Edited by Colin Roman. Newnes Books £8.95. 0 600 35667 1.
Amateur Astronomy: Pocket Skyguide. By Mark R Chartrand III. Newnes Books £3.95. 0 600 35708 2.
Pocket Book of Astronomy. By James Muirhead. Kingfisher Books £3.95. 0 86272 082 6.

Books on amateur astronomy continue to appear in large numbers. Obviously the standards are varied, but *Amateur Astronomy*, edited by Colin Roman and updated by Storm Dunlop, is good value - in fact I would say almost incredibly good value. It was originally published as an astronomical encyclopaedia, but this new version is much more attractive than the old. It covers every branch of the science; contributors include Heather Couper (well known for her books and broadcasts), Dr Ian Robson of Preston, Dr William Somerville of University College London, and solar observer P Gill.

The text is clear, consistent and interesting, and the many illustrations are as attractive as they are excellent. The up-dating has been skilfully carried out. I do not think that in recent years I have come across a book as good as this at so low a price by modern standards, and I recommend it without reservation both to the beginner and to the serious amateur. It will also be a useful summary for students and even professional astronomers. It deserves, and will certainly have, a very wide sale.

The other two books under review cover the same ground as each other and cost the same amount of money. Muirhead's is quite adequate, but the book by Mark Chartrand, executive director of the US National Space Institute, is much more detailed and is far better illustrated. The sections on basic astronomy and on astronomical

instruments are outstandingly good, and the illustrations by Helmut K Wimmer, official artist of the Hayden Planetarium in New York, are outstanding. The sections dealing with the planets themselves are brief but adequate. The constellations are described in some detail, and there is a map of each, together with seasonal maps and identification charts.

The maps themselves are good, but there must be some criticism of the notes accompanying them. There are some slips (the Crab Nebula's distance is wrongly given, for example) and the selection of objects to be discussed seems at times illogical; why is there no mention of R Coronae, one of the most famous variable stars in the sky and an ideal object for binocular observation when it is at its normal maximum magnitude? Details of many stars are given - their distances, luminosities, etc - but the selection is not always logical. To take one typical example: in Octans, the constellation which includes the south celestial pole, there are notes on three or four faint stars in the group, but no mention of the brightest one, Nu Octantis. The same sort of apparently random selection is found elsewhere, and one has a perhaps unworthy suspicion that the author, though a distinguished scientist, is not actually a practical observer. (This may also explain why the magnitude of Neptune is given as 9 - actually it is 7.7 - and why the illustration on page 241 shows a purple Pluto.)

A revision of some of these points would be a great help, but will presumably be undertaken at some time, since the book is quite good enough to run to several editions.

Patrick Moore

Patrick Moore edits the 1984 Yearbook of Astronomy, published by Sidgwick and Jackson, £7.50 and £5.50.

Basil Blackwell A Dictionary of Marxist Thought

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NEWNES BOOKS

REFERENCEBOOKS

Minder

The Encyclopedic Dictionary of Psychology. Edited by Rom Harré and Roger Lamb. Basil Blackwell £55. 0 631 12663 5.

Psychology has been slower than most of the modern disciplines to establish a firm scientific basis. In part, this has been because the subject was for long regarded as a misconception, little more than a hyper-specialization of one corner of any number of other disciplines, physiology and neurology, epistemology, sociology, even, in cases, theology and divinity. Psychology even suffered from its roots in fields like astrology and magic, and its association with rather literary things like emotion and feeling, madness and vision, none of which was likely to endear it to the scientific community. It all seemed too vague and imponderable, too much a midnight hunt for black cats in coal cellars.

Most new subjects begin by overlapping the corners of existing, impinging disciplines. Psychology is now firmly established in its own right and, true to the pattern, insistent on its separation from the areas where it began. That is both an institutional (it matters a great deal what your department is called) and an intellectual matter.

The beauty of the new Blackwell Encyclopedic Dictionary of Psychology is that it has given equal weight to concepts and issues but without central to psychology but without which the study of mind is not feasible. "Almost everything that is claimed to be part of the corpus of psychological knowledge depends on presuppositions that are not, in themselves, psychological."

The editors have identified the three main strands of contemporary psychology - cognitive psychology (the processing of information), psycholinguistics (our communicative ability) and neuropsychology (the working of the brain and central nervous system) and a number of subsidiary or younger fields such as developmental, social and personality psychology, educational, clinical and occupational issues, and the growing "fringe" of theories, cults and cures. Every category is cross-referenced to the others within a normal alphabetical layout but there is also a fully comprehensive index of references, even of those which don't merit a full alphabetical entry in the main dictionary. It's tempting to characterize the work as a thesaurus, a Roger of the mind, in which every term or concept is parcelled into the professional or rhetorical setting in which it might appear.

As such it can appear unrelentingly abstract. There seems a clear attempt to de-individualize ideas, to free them from their supposed creators: Mesmer, Charcot, Freud, Lacan. There is some value in this, in distinguishing psychoanalysis from Freudianism; few ideas spring entirely from any one individual and, as one instance, it's far too dramatic and simplistic to see Freud as the "discoverer" of the unconscious; it was an accolade he vigorously refused. Some though may find it puzzling that he merits only four and a half columns in such an enormous work.

The Dictionary is hard work but endlessly useful and suggestive. It's a page-turner; not only does one find oneself quickly passing on from the original entry sought to others encountered by accident, given the relentless cross-referencing, some shifting about is essential. By no means an insider's book, it's recommended to anyone with a healthy enough bank balance to afford £55 and with strong enough arms to lift it off the shelf.

Brian Morton

Whitaker's Almanac continues to justify its claim to uniqueness and indispensability. The 1984 edition includes new sections on film and television, and one giving information on student grants. Those interested can still find details of fees at public schools, not to mention an astonishing collection of data on every aspect of Britain's Establishment. (£13.00: 0 85021 142 5.)

Stay with what you have?

Collins-Klett German-English/English-German Dictionary (two vols). Collins-Klett £7.95 each. 00 433462 0. 433463 9.

According to the publishers of the Collins-Klett Dictionary, many users of bilingual dictionaries prefer to see each section presented individually in separate volumes. Hence the introduction of this new two volume dictionary, based on the single volume Collins German Dictionary which appeared in 1980. The two column arrangement of the parent work has been retained and extensive use has again been made of indicators and collocators in order to define meanings as accurately as possible. Each volume contains a large number of illustrative examples, and style labels are used to indicate the appropriateness of a word or phrase in a particular context.

The new dictionary is less comprehensive than its predecessor, the quarter of a million references contained in the original having been reduced to

approximately 180,000. This loss may be insignificant for many users, since much of the pruning has been confined to archaisms and regional forms. Thus entries like the obsolete "stahn" or the South German "Fotzhobel" have disappeared. In the case of more recent formations, the tendency appears to have been to abandon less usual forms in favour of more up-to-date equivalents. Consequently "Stereoecrat" has been eliminated from the German-English section, whereas "Stereoanlage" remains. Many neologisms like "video set" and "windsurfing", neither of which is listed in the parent dictionary, have been introduced, and the editors have kept well abreast of developments in computer language. However, "compact disc" was presumably too recent an innovation to be included. New appendices have also been added, including sections on English and German syntax, together with lists of common Christian names and of English counties, American states and German "Länder". A somewhat novel feature is the inclusion of

the phonetic alphabet in various accepted forms.

Although each volume of the Collins-Klett Dictionary may be purchased separately (and many users will no doubt be interested in one volume alone), together they cost more than the Collins German Dictionary which is, of course, still available. They also contain less material than the single volume work. On the positive side the new work is more up-to-date than its forerunner and, for those who normally make use of only one section, somewhat easier to handle. Prospective purchasers of a new German dictionary would do well to examine both versions carefully before deciding which best suits their needs. On the other hand, owners of the earlier work - still the finest German dictionary available for its size - may well prefer to stay with what they have.

Derrick Barlow

Derrick Barlow is Vice-Principal of Jesus College, Oxford.



A farmer using an ultrasonic scanner to test whether a sow is pregnant. From Collins Guide to Modern Technology by Robin Kerrod (£6.95), which introduces young people to new developments in the "peaceful" use of technology, and explains the practical application of the more interesting modern inventions.

A fair hearing

The Penguin Dictionary of Sociology. By Nicholas Abercrombie, Stephen Hill and Bryan S Turner. Penguin £3.50. 0 140541 108 3. The Macmillan Student Encyclopedia of Sociology. Edited by Michael Mann. Macmillan £20.00: 0-333 28193 4. £7.95. 28194 2.

It is widely supposed, and is indeed an uncomfortable reality in this reviewer's experience, that sociology as an academic discipline is having a thin time. Yet here are two student handbooks, a dictionary and an encyclopedia on the subject, for which two eminent publishing firms clearly expect to find buyers. Both books are more professionally serious than would be appropriate for a market consisting solely of O and A level students, and their publication surely reflects the fact that while university departments of sociology are under great strain, the discipline itself has quietly become an indispensable part of many professional and academic courses from medicine to literature, and indeed of the wider world of social comment and debate. These volumes might even be welcome bedside aides for addicts of Channel 4's *Voices* programme.

Both books have considerable merits as economical guides to the vocabulary and usages of sociology and to its current debates. Abercrombie, Hill and Turner in their introduction and Mann in his editorial preface, wisely take the view that their objective will be to chart openly the objective and disagreement of the discipline rather than to construct some falsely unified face. They are right to insist that sociology's excitement, usefulness and ultimately even its claim to scientific status consists in its openness, and both books make a good job of giving a fair hearing to all the ideas, schools and sects which sociology necessarily and fruitfully harbours.

Of the two Mann's volume is the more wide-ranging, even handed - in fact, encyclopedic, dealing with concepts and writers in related disciplines like psychology, anthropology and philosophy in some historical depth. His editorial policy of employing some 42 contributors has ensured that every item is handled by one or more sympathetic scholars and the main schools and approaches are directly represented rather than being refracted through eyes which may sometimes be hostile or just fixed elsewhere. Abercrombie, Hill and Turner are less successful in this respect. The common perspective which they have evolved in earlier collaborations, notably their critique of the dominant ideology thesis, has the merit of giving a focus to their dictionary, but also leaves a touch of "the dominant ideology revisited" - topics which are not central to that controversy sometimes get short shrift. Despite the authors' obvious attempts to include everything, their own context with current Marxist perspectives, paradoxically tends to over-weight the latter, so somewhat defining the terrain, and problems of the discipline: they are even led to elevate Althusser alone of modern writers to the status of an "ism".

While Weberian theories get a good airing, Durkheimian ones have suffered, I suspect, too, that feminists will find it a somewhat male-and-power-centred exercise.

Both books leave one with an itch to know why that particular set of items was chosen and how their relative length and depth was determined. Mann at least tells us he left length and treatment to individual contributors. But whatever were the criteria which decided Abercrombie and co to include Oxford don rather than some of his fellows. Based on Michael Barone's best-selling *Almanac of American Politics*, it contains a small sketch of each constituency, marks on past and present MPs, and vital statistics such as the proportion of owner-occupied housing and of black or Asian inhabitants.

Governing Britain, A Guidebook to Political Institutions. By A H Haines and Malcolm Wallis. Fontana £2.95. 00 636758 5. The latest revision of this classic textbook, which first appeared in 1970, takes account of events in 1983.

Designed for first year students in universities or other institutions of higher education, it is valuable for the subject which, in the authors' words, "tries to avoid a 'deadly dull' and to provide a 'problem-oriented' approach". The political and administrative institutions it describes are those of central government.

British Parliamentary Constituencies. A Statistical Compendium. By Ian Crewe and Anthony Fox. Faber and Faber £25. 0 571 13236 7. Robert Waller may have beaten them to it but Professor Crewe and Mr Fox have issued their rival volume in good time for Maggie's next run at the polls. Their book contains none of Waller's chatty speculation and far more statistics (and it costs more). Better for a pure reference work, perhaps, but less fun for the general reader.

Bernice Martin

Bernice Martin is Reader in Sociology at Bedford College, University of London.

Fast bowl

Wisden Cricketer's Almanack 1984. Edited by John Woodcock. Queen Anne Press £10.95. 356 10238 6. £9.95. 10239 4. Playfair Cricket Annual 1984. Edited by Gordon Ross. Queen Anne Press £1.40. 356 10237A. Who's Who in International Cricket. Edited by David Emery. Queen Anne Press £7.95. 356 10410 9. £4.50 10411 7.

There seem now to be a veritable army of cricket statistic books that any connoisseur should avail themselves before settling down to enjoy the new season.

The evergreen *Wisden* and the more compact *Playfair Cricket Annual* are, of course, musts which will help supply you with the necessary information about that new player fielding on the cover boundary for your favourite team this year - (highest score 11 not out made on a rain-affected wicket on Thursday in Swansea).

Wisden this year has a comprehensive feature about the South African cricket controversy written by the *Guardian's* main cricket writer, Matthew Engel, and a tribute to the Pakistani run-making machine, Zaheer Abbas.

Incidentally, he features in another cricket record book - published this year - called *Who's Who in International Cricket*. If you were asked which famous international cricketer described his religion as run-making, you would probably reply Geoffrey Boycott - but the answer is in fact Zaheer. The book does supply one or two lighter anecdotes about the famous - which could help cheer you up during spells of bad light, rain or Acts of God.

While the players are on the pitch, it's handy to have *Wisden* and *Playfair* around - just so you can keep the conversations going throughout the case of ale with such gems as "did you know the last time Ian Botham reached 50 in a test match at Lord's, it was the beginning of a purple patch during which he scored centuries in successive tests?"

Richard Garner

Constitutional

The Almanac of British Politics, second edition. By Robert Waller. Croom Helm £19.95. 0 7099 2789 4. £12.50. 2790 2. This second edition of Robert Waller's lively and informative guide to Britain's parliamentary constituencies always seemed inevitable. The first edition, which appeared in time for the last General Election, turned itself into an institution overnight - and must, incidentally, have made the Oxford don rather richer than some of his fellows. Based on Michael Barone's best-selling *Almanac of American Politics*, it contains a small sketch of each constituency, marks on past and present MPs, and vital statistics such as the proportion of owner-occupied housing and of black or Asian inhabitants.

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Biddy Paasmore

BOOKS

Flawed and pure

The Oxford Companion to Children's Literature. By Humphrey Carpenter and Mari Prichard. Oxford University Press £15.00. 0 19 211582 0.

"Man or Woman Boy or Girl that reads what follows, 3 times shall fall asleep an hundred years." Thus John B. Batten's "Caution to Readers", from *Jacob's Celtic Fairy Tales*, opens the *Oxford Companion to Children's Literature* with an appropriate air of anticipatory awe.

The *Companion* represents a welcome first attempt at pulling together many diverse yet interrelated strands, and contains ample biographical information on authors, illustrators, publishers, printers and educationists. Important works such as *Goody Two Shoes*, *Treasure Island* and *Garner's The Stone Book*, have separate entries summarizing their plots, with detailed accounts of their publishing history. These are supplemented by articles on different genres, formats and trends, such as Fantasy, Comics, Picture Books, Sexism and Teenage Novels.

Traditional material, as well represented, with the general history of fairy tales and nursery rhymes strengthened by specific entries for individual stories and important collections like the *Pemalmerone* and *Contes de ma mère l'Oye*. International aspects are covered by short surveys of the literature of European and non-European countries. Characters are also included, taken mainly from novels of the mid-nineteenth and twentieth centuries, with a large proportion emerging from comics and the media - thus Nesbit's Bastable family finds itself on the same page as Basil Brush, the Bash Street Kids, and Batman.

The lack of appreciation in depth is felt most keenly in the treatment of major novels and authors' works, and of illustration and parallel print to titillate, inside it is a pleasure to handle and dip into, with many black and white illustrations to whet the appetite. Entries are alphabetical, with clear headings and adequate cross-references, and are written in a lucid, comprehensible style sprinkled with many diverting quotations from authors, biographers, critics and others. These give the *Companion* a charm and appeal that make it an entertainment in its own right, and for the uncritical reader, there is much to relish and absorb.

Tessa Rose Chester

Tessa Rose Chester is curator of the Rennie Collection of children's books at Bethnal Green Museum of Childhood.

New and improved

Twentieth Century Children's Writers. Second edition. Edited by D L Kirkpatrick with a preface by Naomi Lewis. Macmillan £40. 0 333 24743 4.

Most editors of substantial reference books will probably admit that their first editions are trial efforts. Only after publication will they learn fully the extent of the errors and imbalances in their choice of material.

In the case of *20th Century Children's Writers*, Mr Kirkpatrick has learnt very well. Not only is the coverage improved by some 164 entries (with 54 deletions) but there has been a great deal of careful gardening among the book's lengthy bibliographies and its critical appreciation - even though a scattering of errors is bound to remain. Previous contributors have brought a greater consistency to their summaries and, in a number of cases, quite new essays have been commissioned which are an improvement on those that have gone. (I do sorrow though that some eccentricities have vanished like Jacqueline Brown Woody's comic account of - deleted - Nikki Giovanni, and Graham Hammond's denunciation of Josephine Kamm, who is now rather more politely treated by Frank Whithread.)

Those who bewail the price of this second edition, as compared, say, to that of the new - and illustrated - *Oxford Companion to Children's Literature* may like to reflect on its massive factual content, which is expensive both to edit and print. They may like to reflect too that its treatment of its period is vastly more detailed than in the *Oxford work*; whose editors may learn a thing or two for their second edition.

Improved production methods have made the book much easier to handle and it has gained an admirable title index.

Brian Alderson

Brian Alderson is children's books editor of The Times.



The eponymous hero of Janna's *The Tallest Giant* shaves with the propeller of a passing aeroplane: an attractive if pleasantly inconsequential book published by Hamish Hamilton, £3.95.

CHILDREN'S LITERATURE

Genie on the Loose. By Robert Leeson. Hamish Hamilton £5.75. 241 1177 3.

It is a truism; of course, that the best ideas are the simple ones. Here is another book from Robert Leeson about a boy named Genie, conjured up by rubbing an old beer can. That the Genie is not a very good one, so that some of his spells go disastrously wrong, enhances the formula with the same kind of satisfying simplicity.

Leeson's style is undoubtedly attractive to children. It is straightforward, light-hearted and demonstrates a clear understanding of the sub-teenage mind. Children appreciate the short chapters too (there are 32 in this book) the short paragraphs and the general jog-trotting feel of the writing.

In this book, the original Genie's son appears in Bugletown, arriving in rather disturbing circumstances. "Shoppers screamed and ran for cover... when a naked man, breathing heavily, ran through one of the arcades off the main street."

This mystery figure, known to the media as "The Black Panther" turns out to be young Abdul, whose impact on the local community is, to say the least, diverting.

Gerald Haigh

Around is around is...

Ronald Ridout's Children's Dictionary. Granada £5.95. 246 11719 2.

There are only a few rules for making a decent dictionary but unfortunately this book regularly breaks them all. Opening it at random, the reader discovers that the definition of "mammoth" is "a large extinct kind of elephant". She probably knows what "large" means, and the excellent illustration will remind her of the meaning of "elephant", but she may well find herself driven to look up "extinct". This would be a splendid thing - a further extension of the vocabulary - but for the fact that there is no definition given for "extinct".

Defining words in terms of others is perhaps the most heinous of the lexicographer's crimes; one harder to avoid, and often committed by Mr Ridout, is defining words in terms of each other. "Happy" means "full of joy"; "joy" means "a feeling of great happiness"; and around is

around is around.

Both of these flaws are clearly objective; more subjective is my feeling that many of Mr Ridout's definitions are seriously misleading. "Courage" is "the feeling of not being afraid"; that, surely, would be a better definition of what the greatest lexicographer called "stark insensibility", while courage often consists of doing what is necessary in spite of feeling afraid.

Similarly, it seems perverse to define "launch" as "to slice a ship into the water" and illustrate the word with a picture of a rocket launching pad, even though that phrase has been given as an associated one without definition. The pictures are the best part of this dictionary, clearly drawn and labelled, though they, like the definitions, are sometimes slightly odd. Of course, to make a dictionary for children is a difficult end in itself and there are few good ones; Mr Ridout has not added to their number.

Audrey Laski

Geography futures

Geography "10-14" Series. The Local Environment. By Richard Kemp. Cities. By Robert Horner. Natural Hazards. By Janet Platt. Hot and Cold Lands. By Michael Shorthouse. Macdonald £2.95 each.

It is interesting that at a time when middle schools are under threat, partly as a result of the recent HMI survey, publishers should be commissioning books which overlap the traditional division at 11+, but which are too advanced for use in "pure" primary schools while at the same time being insufficiently thorough to form the core of a syllabus for external examinations. Clearly the concept of a distinct phase known as "the middle years" is flourishing, but the actual organization in form in which books designed for the 10-14 age group could be used as a cohesive scheme is becoming increasingly rare.

Having said that, I still believe that the idea of providing a series of geography books, sequenced in terms of difficulty, which would be acceptable to both primary and secondary schools, would be an excellent innovation and would overcome a number of the problems of curriculum consistency and continuity which effectively negate so much of the geographical work undertaken in primary schools.

Unfortunately, this series is not sequenced in terms of difficulty, so an average 10-year-old would find them rather too concise and academic while the fourteen-year-old using the same book would probably find a number of

the activities to be rather trite and hackneyed. Obviously, the extent of the organizational difficulties inherent in the use of the series depends on the resourcefulness of the teacher, and should therefore not detract from the high quality of the books themselves.

Macdonald possess a well deserved good reputation for design, use of colour, good binding and clear print, and the individual authors of these books live up to the style. The topics are interesting and relevant to the 1980s. For example, *Local Environment* contains, among other activities, topics dealing with travel to work patterns, local authority planning, site choices, urban spread, public inquiries, urban zoning, and trends for the future. All are dealt with in a lively way, but are not patronizingly glib or chatty. Every page contains brief but concise information, photographs (unfortunately not too many in colour), excellent diagrams and charts, a series of six or so well worded questions which are answerable by direct reference to the books and, on many pages, a "project idea" to take the pupils out of the classroom, or at least away from the textbook, for enrichment and extension of their learning.

A tremendous amount of work is possible from every page, and with careful preparation by the teacher, the series would do much to enhance interest and activity in geography. Careful selection and control by the teacher would, however, be absolutely crucial.

Paul Harling

Field work

Geography Applied Series: Hydrology. By Phillip Jones. Meteorology. By David Wright. Agriculture. By David Horsfall. Geomorphology. By Allister Pitt. Basil Blackwell £3.65 each.

These books set out to achieve a large amount in a short space in an attempt to apply geographical phenomena to a wide variety of everyday situations. The short concise text is interspersed with exercises and an abundance of photographs and diagrams which, though a boon as source material to the A level teacher, unless used judiciously could serve to confuse pupils less than mustard-keen.

One notable aspect of the series lies in its broad coverage under each title heading, though this is sometimes at the expense of some detail in the text. A positive point of the series lies in its determination not to slip consistently into the use of basic descriptive statistics following a section on location theory. I particularly appreciated the way the Chi square test was explained.

Geomorphology, being written by an

enthusiast, is in danger of going over the top in applying itself across every conceivable boundary. We range from exercises exhorting us to search for geomorphological images in poetry and the bible, to others which describe how to build a wormery or what to look for in an angler's bait.

In fairness, it must be mentioned that the exercises in this book on such subjects as hazard perception, urban geomorphology and change through time were a delight to see and overshadow the more sombre approach of *Hydrology* which, though meticulous in its detail on process and pattern and case studies, lacks the cavalier approach of *Geomorphology*.

The intellectual fog in the minds of many A level and undergraduate students concerning meteorology is unlikely to be dispelled by the book on the subject in this series. Some of the diagrams are hopelessly detailed, thereby serving to confuse rather than clarify. Though a few exercises, and the section on weather maps, are workmanlike, in a Geography Applied series I expected a much more practical approach. Field work is not just for geomorphologists.

Chris Devereux

Forcing the facts.

The Ladies and the Mammies. By Selma James. Felling Wall Press £4.95. 0905046242. The Eighteenth Century Novel. By Homal J Shroff. Edward Arnold £12.95. 07131 63992. Novels of the Eighteenth-Century. By Kathleen Tillotson. Oxford, Clarendon Press £4.95. 0 19 871109 3.

Selma James's concern for the victimized woman inspired this book. Unfortunately, in part one at least, she has let herself be carried away, thus entangling herself in a web of misinterpretation.

Her inventions on a theme of Jane Austen cannot be taken seriously. Her facts are by no means always correct: Mr Bennet did not hate his wife, he was merely indifferent to her; it is not Sir Thomas Bertram who is the arch-villain of Mansfield Park but that female serpent, Mrs Norris; Elizabeth Bennet, in real life, let alone in fiction, would not necessarily have been forced to marry Mr Collins, even the feeble Fanny could stand against Sir Thomas when she refused to marry Henry Crawford. Moreover Selma James fails to mention facts on the other side of the picture, as, for example, that Edward Ferrars was as much at his mother's mercy as any heroine could have been. These are not in themselves of great importance, but they are trifles that form part of an approach that subtly twists the facts to fit into a fore-determined thesis.

An example of this process is seen at work in her book where she quotes from *Persuasion* laying a false emphasis that leads to a complete misreading of the passage. It would be virtually impossible to read any serious novelist of almost any period without finding some evidence of unease, if nothing more, about the position of women in society, and Jane Austen was as aware as any of them. However, her general theme was that of acceptance and on occasions where, without flouting any conventions she could, had the wished, have made a stand for feminine independence, she did not in fact do so. The most significant example is where Emma, who, having determined against marriage because of her financial independence, accepts Mr Knightley without any struggle other than that connected with a possible desertion of her utterly selfish father.

What Selma James has to say about Jean Rhys's work is more apposite,

particularly where she discusses *The Wide Sargasso Sea*. Her concern here is primarily with the relationship of black and white women, and of the outcast, whether black or white (female) in any society. The material upon which she has to work is sympathetic to her message and she does not need to strain it in any way, although she appreciates that, in her earlier books, Jean Rhys's heroines are by nature drifters and therefore natural victims. The liberation of the black woman from the, possibly beloved but certainly enslaved, mammy image is as inherent in the theme of *The Wide Sargasso Sea* as the theme of isolation and rejection, and Selma James handles both of them well.

However diverse the premises and approaches of the eighteenth-century authors considered by Homal J Shroff, she finds that they shared - Joseph Andrews excepted - a demand for certain qualities in a gentleman, namely: independent means, a reasonable standard of education, good sense, a philanthropic attitude and a Christianity composed of faith tempered by reason. At the end, if not from the beginning, he was ideally a country gentleman who spent his days nurturing his estate, crops, livestock and tenants, and extending his benevolence over the countryside. The works selected reflect the debate of the century with its changing attitudes as taught by Mandeville, Chesterfield, and Shaftesbury and outlined by Homal J Shroff in her introductory chapter. The lack of dates throughout is an impediment as it obscures as much how these contrasting attitudes were present simultaneously as how they led to the concept of the noble savage and to the Romantic movement of the end of the century, so different from the Augustan age of its beginning.

The introductory and concluding chapters are valuable for their overall discussion of her theme and the studies of the novels, although necessarily approached only from her selected viewpoint, are instructive and interesting.

It is impossible to conceive of a time when Kathleen Tillotson's study of the novels of the 1840s has not been the most authoritative. Her evaluation of this decade's importance in bringing about the change in the novel from Gothic romance to serious study of man and nature is still without rival.

Katya Watter

Home and away

The Europa Biographical Dictionary of British Women. Edited by Anne Crawford. Europa Publications £27.50. 0 905118 774.

Nell Gwynn became an orange girl at the Theatre Royal through the influence of her sister, Rose, a courtesan. Mrs Patrick Campbell's husband left for the colonies hoping to make money; he returned only once, without any. Few politicians have crammed so many mistakes into so short a term in power as Mary, Queen of Scots.

It is such colourful details and pungent comments as these that distinguish the *Europa Biographical Dictionary of British Women*. Its aim is to cover all women whose "place in history is recognized and who are to some extent household names" together with women "whose work has had some sort of public impact and who have therefore helped to widen women's horizons beyond the traditional confines of the home." These include wives of important men and "mistresses" and "society hostesses" as well as feminists and religious workers and social reformers. (And at least one murderer, Alice Arden, who "fell in love with a man named Mobie and resolved to murder her husband".)

Of course women can be found, with some claim to fame or "public impact", who have been excluded. A look at the "A" section of the *Macmillan Dictionary of Women's Biography*, published in 1982, reveals two names missing in the *Europa*. They are Constance Appleton, a hockey player, and Hertha Ayrton, a physicist. But the same

section of the *Europa* includes 43 women that the *Macmillan* leaves out. Since the *Macmillan Dictionary* is international in scope it is hardly surprising that its British entries are far fewer, and rather shorter, than the *Europa's*. (It also includes women who are still living, which the *Europa* does not.) But the "school essay" tone contrasts unfavourably with the *Europa's* lively, polished writing and its entries are in the main both duller and less informative.

One of the many examples of a historical figure who comes alive through the account of her life in the *Europa*, while staying quite unrevived by her entry in the *Macmillan*, is Elizabeth (or Eliza) Acton, the poet and cookery writer. Both entries tell us that she was born near Hastings, the daughter of a brewer, and that after an engagement to a French officer, which came to nothing, she began writing poetry and, later, cookery books. The *Macmillan* offers some further facts, of no very great interest. But the *Europa* adds the telling details that "her early verse... hints at disappointments in love and the desire for revenge against an unfaithful lover" and that her later poetry was rejected by Longman, "and suggested that a cookery book would be more commercial".

The *Europa*, unlike the *Macmillan*, reflects in its style the liveliness and energy of the women whose lives it describes. It conveys to the reader an overwhelming, inspiring impression of nearly 2000 years of strong, resourceful, capable womanhood.

For more information on the *Europa* Biographical Dictionary of British Women, contact Europa Publications, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200.

Caught in the gender trap

Barbara Rogers' 52%: Getting Woman's Power Into Politics (The Women's Press £4.50. 07043 3918 8) is a cool, comprehensive and rational catalogue of discrimination, a factual, low-key, carefully spelled out compendium of monolithic injustice, a marshalled line of ways of losing, detailed step by step, losing not because of what you do but because of what you are. Women get hit where it hurts, in taxation, in the social services, in education, in social security, all the areas where their interests most need to be cherished, because typically they have no money to buy alternatives to state provision. If you don't believe it, read the book, it's all there. The only way to counter it, says Barbara Rogers, herself a local councillor and long-standing campaigner, is to compete for power, here too on unequal terms since the mechanics of power too are loaded against women, but gaining power, in trade unions, local government or parliament, is the only way to promote change.

Women Under The Influence (by Bridget McConville, Virago £3.50. 0 86068 222 6). One Way Ticket (edited by Annie Phizackley, Routledge and Kegan Paul £4.95. 0 7100 9489 2) and The Captive Wife (by Hannah Gavron, Routledge and Kegan Paul £4.95. 0

7102 0035 8) each explores a more specific area of oppression. Drinking is one, says Bridget McConville. Drinking is a feminist issue. Many female alcoholics express a feeling of failure; where they've failed is in matching up to expectations about what women are supposed to be. As women drinkers they are subjected further to society's double standards; a male alcoholic can be slightly romantic, a female alcoholic is just repulsive; a man drinks because his wife has driven him to it, a woman drinks to spite a man. But these double standards don't prevent advertisers from aiming at the female market or supermarket managers from presenting women with enticing displays among the cheese and vegetables. All this despite the fact that women are affected more than men by alcohol, and unpredictably because of the varying retention of water in the body during the menstrual cycle. Women become intoxicated more quickly, suffer liver damage more easily, and in pregnancy risk foetal alcohol syndrome. And who drives home?

One Way Ticket is a collection of studies of migrant women workers in several countries, showing them as victims of a four-fold oppression, as women, as migrants, as working class, and as the carriers of the inner oppres-

sion which accepts their lot as inescapable. In many cases their opportunities are limited not just by language difficulties and lack of skills, but also by cultural values brought with them, as with the Greek-Cypriot women in London, whose husbands allow them to work only with other women, and whose employers are men from their own culture, used to denying women the rights other employees in this country can expect to enjoy.

The Captive Wife is a reissue of a seminal study carried out nearly 20 years ago, which was one of the first attempts to explore the conflicts and frustrations of women housebound because of child care or because of prejudice against working wives. Hannah Gavron's clarity of vision and ability to see the picture complete when so little had yet been written on the subject is impressive. Many of the predicaments she described have since become clichés, which is itself an indictment of a society hostile to change. This book too is full of injustice; here too the anger doesn't show. But all of these books are fuelled by it. Be careful, they may seriously damage your complacency.

Jessica Saraga



1920s design by Paul Poiret from *Secrets of the Couturier*, by Frances Kemmer, which analyses the techniques of 12 of the greatest couturiers and shows how their designs can be adapted for home dressmaking (Orbis £9.95).

Discrediting myths

The A-Z of Women's Health. By Derek Llewellyn-Jones. Oxford University Press £8.95. 0 19 211589 8.

One of the chief merits of this specialized medical encyclopedia is that Derek Llewellyn-Jones is completely and wholeheartedly on the side of women. His understanding and compassion are as evident as his sense and expertise. He is especially alert to the dangers of sexual and medical myths and at pains to discredit them. There is an entry entitled "myths about women" in which, after saying that "many women, and more men, believe in myths which derive from ignorance and folklore", he lists old chestnuts such as that "most women want to be raped" and some equally bizarre though less familiar beliefs such as that "women are unconcerned about the size of their breasts" and that "hair on the area around the nipples indicates that the woman is abnormal". However, the depth of Dr Llewellyn-Jones's sympathy with the woman's viewpoint, and his eagerness to rebut false and pernicious assumptions, is to some extent a weakness as well as a strength. It leads him sometimes to question-

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Team work

John Bald reviews tapes on three projects which involve parents in helping their children with reading problems



PACT Unit A: Bringing Home and School Together to Develop Reading VHS (£35). Betamax (£38). U-matic (£45). notes (£3). + VAT. from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks. Reading Skills in Down's Syndrome Children VHS and Betamax (£15) from Dept of Psychology Portsmouth Polytechnic, King Charles St, Portsmouth PO1 2ER.

Crossfire VHS £30 + VAT + p&p, separate notes free from Centre for the Teaching of Reading, 29 Eastern Ave, Reading.

Initiatives involving parents in the teaching of reading have provided such positive results, in terms of both progress and relationships, that they have grown into a national movement. PACT Unit A, which comes from the ILEA Pitfield Project, based in 70 Hackney Primary Schools, will prove very useful in the next stage of expansion. It is designed for use in training courses for primary teachers, and deals with a range of important practical aspects of work with parents, including giving advice on hearing children read, classroom organization, record-keeping, English as a second language and working with able readers.

The material is intended to be a focal point for critical discussion rather than a model. Its core is a 20-minute sequence involving seven-year-old

Brian, a slow starter at reading. Brian is seen first writing, then reading his teacher. There is a meeting between his teacher and his mother, and a session with Kim reading to his mother at home. The teacher gives Brian's mother substantially more advice than would be likely at one sitting, but in the process provides a range of options and an overall picture of the factors involved in Brian's learning to read.

The additional charge of £3 for the notes is somewhat churlish, as they are essential. They contain copies of Brian's reading record and of the school's handbook for parents as well as useful suggestions for course organizers. There is easily enough material here for a two- or three-session in-service course or a self-contained unit in initial training, but the tape is not tightly edited and its use requires careful planning. It is certainly not intended to be viewed at one sitting.

Since Nick Wood's article on reading in the Portsmouth Down's Syndrome Project (*The TES*, February 5), Susan Buckley has received over a thousand letters. Most contained requests for the tape of *Reading Skills in Down's Syndrome Children*, and once the backlog is cleared her correspondents will not be disappointed. Although technically more limited than the ILEA production, the tape is clearly designed and presented and is suitable for use with both parents and teachers. The children themselves are at the centre of attention throughout and seem to enjoy every minute. The notes - again essential, but this

time free - contain a straightforward and comprehensive account of the project's approach. They make it clear that there is no evidence to suggest that the work will benefit all children with Down's Syndrome, and locate reading within a pattern of language development specifically related to their needs. No-one can lose by trying.

Perceptual training begins with pictures of familiar objects. The child learns first to match identical pictures, then to select and hand pictures to a parent - or glove puppet - and finally to name pictures. Each child proceeds at his own pace, and, once he can name roughly fifty pictures with confidence, the matching - selecting - naming sequence is repeated with words. In the final stage, words are used in pairs and groups, and the process is complemented throughout by stories, picture-books and nursery rhymes.

The tape exploits the ability of the camera to record detail of mood and expression as well as to illustrate techniques. It will provide a focal point for communication between parents and teachers.

Crossfire presents reading as "part of a total ethos" of partnership between parents and school. Unfortunately, it says a lot less about reading as a result, and is not helped by a full of clichés and considerable inhibitions among the participants. Nevertheless, its positive account of home-school relations in an inner-city school could be useful in initial training, and was very well received when shown on a training course for social workers.

Chalk talk

Investigating a River Valley VHS and Betamax £28.75. Information Films, PO Box 100, Yalding, Kent.

Watching this video has made me feel like returning to educational publishing - such was the frustration. Video offers such marvellous possibilities as a teaching aid: the immediacy of television, taking children into experience which they couldn't otherwise get, the facility of stopping wherever you choose, and best of all, it comes in such a simple form that children can easily use it themselves. Though, I doubt if any child will voluntarily put this cassette back in the machine, it committed the cardinal sin. It was boring.

Most children are more at home with television and video than adults are, they watch *The Living Planet*, David Bellamy, *Sesame Street*; what

will they make of the slow, deeply unimaginative camerawork of this video, the amateurish jumping from live recording to voice-overs (the former almost obliterated by wind noise, and wind in the microphone does not sound like wind in the ear) and the parrot-like question and answer sessions with the teacher which reminded me of my catechism classes of over 20 years ago?

Yet for all its slowness, there are conundrums: where does this sailing vessel come from? or this ferry? The ship is the "Golden Hind" and the Sealink ferry is making its way into Newhaven from Dieppe. How do I know - why I have a copy of the teacher's notes, and out goes the possibility of children using the video rewardingly by themselves.

The notes also explain the Coombe Hill Enclosure, which is necessary, for while the camera lingers on quaint old houses and holiday makers on the

beach, it goes a bit swift over this fascinating and rare example of a neolithic causewayed camp with its fine bell barrow.

On a rising inflection the voice-over sometimes sounds like David Attenborough, which was nice, but the language is dull and repetitive, except oddly in one or two key places where you get words that some children may not comprehend or where we have *contraband* and *buoyancy* emphasized and left without explanation. There were some interesting ideas raised, such as the nature of vandalism, quite a bit of information, the occasional stirring visual: the flint layers in the chalk cliffs, but not enough to last three 20-minute films.

I wish the originators of this video had approached some primary school children I know of; they'd have made a lot more of the subject both in style and content.

Francesca Greenoak

Vote catching

What Are We Voting For? VHS and Betamax on free loan until June 14 from The Guild Organisation Ltd, Guild House, Oundle Road, Peterborough PE2 9PZ.

June 14 and European Elections once more. Teachers as well as pupils may well be baffled by the question *What Are We Voting For?* Many a current affairs lesson has foundered on this issue, and in, alas, likely to continue to do so. For this video, although produced by the European Parliament itself, is not much more illuminating than the manifestos of contending political parties.

Using a classroom format, the video attempts to answer some of the more common questions and misconceptions about the European Parliament. Roy Kinner plays his usual arrogant and bumbly character as the know-all

who derides the little he's heard of, to the sympathetic amusement of the teacher, a Juliette Greco figure with big brown eyes and a husky voice.

The constitution of the Parliament is clearly laid out, the actual substance of its work rather less so. I suspect such contentions matters as the Common Agricultural Policy are too complex to be satisfactorily explained, even to not-very-interested 14-year-olds, with the words "The European Parliament is in fact trying to reduce the amount of money each country contributes to the CAP". Equally, knowing that it is only 46p a year per taxpayer to keep the machinery of government in Brussels going is meaningless: if it is efficient, then we might like to pay more, if it is useless, then even that is too much.

Of course this is a PR video, so such questions are fudged. Instancing the work of the Parliament, the commentary cites the regulations on the amount of lead in petrol. The limita-

tion on lead additives to 0.15gm/litre has meant that countries such as Germany who wish to ban this toxin completely must disobey an EEC directive. So when regulations are cumbersome to enact, poorly conceived, and liable to be disregarded by the member nations, the question of the Euro Parliament as an effective regulatory body must be called in question.

Conflicts of interest might be expected in politics, but by raising the EEC to the status of a semi-divine institution, *What Are We Voting For?* ignores the political dimension. Without much historical background or discussion of the different motives of member states, politics comes down to who you vote for in elections. But as any A-level student at least ought to know, that is just the tip of the iceberg and not much help for the prospective punter at June 14's polls.

Victoria Neumark

edits

HOW WE USED TO LIVE Yorkshire Television's award-winning dramatized history for schools, *How We Used to Live* is now available for purchase by schools, colleges, universities and training centres on video. It is one of many series and individual programmes offered in YTV's second catalogue of educational videos.

How We Used to Live. It has been the most viewed British schools TV programme for the 8 to 13 year age group. Each programme lasts 21 minutes and looks in a lively way at the standard of living, manners and working conditions of the time through the eyes of two Victorian families.

The complete set of 20 programmes costs £90 and the first 10 only are available for £55. YTS video catalogues are available from Geoff Foster, North Theatrical Programmes, Yorkshire Television, Leeds LS3 1JS.

PHILOSOPHY A number of videocassettes on philosophy are now available from the Department of Philosophy, Warwick University. The University thinks they may be relevant in particular to those schools doing philosophy A-level.

The price is £130 plus VAT per set and further information can be obtained from The Director, The Royal Institute of Philosophy, c/o Room 1.16, Social Studies Building, The University of Warwick, Coventry CV4 7AL.

Let the fifth form loose on an oil platform in the safety of your own classroom

The Magnus platform in the North Sea is the setting for the new award winning video resource pack, *Computers in Design and Safety*, from BP and MEP. Two programmes with easy to follow commentaries by John Craven, bring to life the vital role of computers in the offshore oil industry. The pack has also been designed to be of use to students studying a wide range of related subjects and has full supporting material, including pupil activity sheets. It is available for purchase or free loan. Get started on an exciting trip, that's as easy as filling in the coupon below.

For further information send coupon to BP educational service P.O. Box 8, Wetherby, West Yorkshire LS23 7EH, alternatively you may telephone Boston Spa (0837) 843477 or London (01) 820 8985 (24 hr ansaphone).

Please send details of 'Computers in Design and Safety'.
Name _____
School _____
Address _____

BP educational service BP

E.F.V.A. SUMMER COURSES 1984

VIDEO PRODUCTION Stage 1 (of 3 Stage Diploma Course) NON RESIDENT AT THE NATIONAL AUDIO VISUAL AIDS CENTRE, Paxton Place, London, SE27. 3 days 29-31 May Fee £270 + VAT

SLIDE TAPE PRODUCTION NON RESIDENT AT THE NATIONAL AUDIO VISUAL AIDS CENTRE, Paxton Place, London, SE27. 4 days 28-29 June Fee £360 + VAT

VIDEO PRODUCTION CONCENTRATED DIPLOMA COURSE RESIDENTIAL AT NORMAL COLLEGE, BANGOR, NORTH WALES 3 weeks (19 days) 18 July - 3 August. Fee inclusive of full board and accommodation: £1500 + VAT

Early application advised (Closing date for applications 6 July)

Applications for and details of above courses available from Training Dept., EFVA, Paxton Place, Gipsy Road, London SE27 9BR.

RESOURCES

Chemistry in Today's World
Six slide books with audiocassettes
Carbon; Nitrogen; Sulphur; Metals;
Halogens: 30 slides each, £10.50 per book
Laboratory Safety and Experimentation: 20 slides, £7.90
Cassettes £3 each
Focal Point Audio Visual Ltd, 251
Copnor Road, Portsmouth, Hants
PO3 5EE (tel: 0705-665249).

Each of these slide presentations consists of 20 35mm slides in a clear plastic wallet, a booklet giving a commentary on each slide, and additional slides (usually about 10) with the equation of the reactions covered in the main programme. There is an optional audiocassette available with each programme.

Although the booklets are attractively produced the labelling of both cassettes and slides is minimal. The cassettes simply carry a sticky label with a title such as "Carbon". The slides are unspotted and identified by a number only; in my copy of the carbon programme some of the slide numbers were incorrect. The audiocassettes are described as carrying an audible 1,000Hz pulse for operating an automatic slide projector. I was not able to try them on automatic equipment but some gave a signal which was clearly audible.

The author of the programmes appears to have a certain partiality towards Poland, some prejudice against a few other countries, and a marked preference for vigorous and spectacular chemical reactions. These factors tend to distort the balance of the subject matter and also give me some reservations on safety grounds.

One slide, for instance, shows the dramatic effect of reacting 10g of metallic sodium with water, "under very controlled conditions during a public lecture at Highgate School". This seems to be something of a contradiction in terms.

Several of the programmes start off in an excellent and original manner. "Sulphur", for instance, begins with a slide of a garden in which 10 products of the sulphur or sulphuric acid industry are labelled. Unfortunately this initial good idea is not followed through and I gained a rather staccato impression of individual points with individual commentaries. None of the slides reviewed really merits the title "slide programme".

The recorded commentaries have a



BANG ON!

Alan Vincent on 'slide programmes' of chemical reactions with a difference

feeling of nervous concentration — although the pronunciation is clear, each word is solemnly spoken with little change of pace or emphasis. This is a great pity because the spoken word, more than any other medium, is the way in which a teacher can explain his subject and chat informally to his audience. The written booklet, however, contains rather more than the recorded commentary so I personally would not bother with the latter.

The programmes are intended for use in O-level revision and the subject matter seems to be about that standard. The author, however, has not been sufficiently rigorous over some matters to make the programmes really acceptable to a wide range of

teachers. The ASE recommendations on nomenclature are not followed and in one section of the commentary aluminium (III) oxide is referred to as "bauxite" and later as "alumina". The level of assumed knowledge is also rather variable with a clear assumption in one place that students are familiar with van der Waals forces and tetrahedrally orientated covalent bonds.

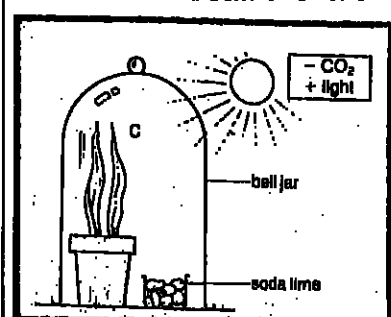
The programme on "Laboratory Safety and Experimental Techniques" deserves special consideration. It sensibly points out that good technique and safety go hand in hand but some of its advice is, to my mind, unsuitable for education. One section, for instance, begins "exercise extreme caution when experimenting with firework mix-

tures" and ends "take extra care when experimenting on your own". One slide shows a laboratory worker holding a test tube of burning xylene and wearing no eye protection. Pipetting by mouth is clearly considered acceptable and a recipe for a known dangerous explosive is mentioned explicitly. It is my view that this programme verges on the irresponsible and should only be shown to the more mature teachers — never to pupils or students. In conclusion, these sets should be regarded as no more than a resource for teachers. As such there are some good slides but teachers will have to assemble them into sets of their own or simply use them to illustrate selected points.

Safety, Knowledge Assumed. Other line drawings. The questions are mostly open-ended, but are also designed to draw attention to the scientific method.

Though the guides may seem expensive at first glance, it would be difficult for an individual teacher to produce regularly this high standard of lesson preparation in the daily workload. They should be a sound investment and a real help to the practising teacher.

Joan Freeman



Biology Practicals
By Jackie Hardie and John Tranter
£25.

Addison-Wesley Publishers Ltd, 53
Bedford Square, London WC1B 3DZ.
(Tel: 01-631 6365).

As guides go, this is surely the most practical on the market. The authors' attention to detail is particularly impressive, even to the wax crayon for labelling glass, and safety is stressed constantly. Designed for the 16-plus examinations, it covers most syllabuses from cigarette smoke to the response of woodlice to moisture.

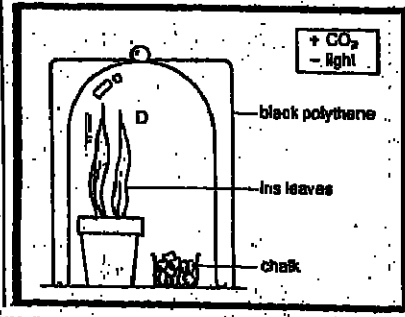
There are two parts to the guide — a 44-page, A4 teachers' booklet, and an inch-thick pad of worksheets, in clean black print on white paper, for pupils. It is suggested that copies be made by the school of these master sheets, on most of which there are either tables or spaces for the pupils to record their observations.

One of the more useful aspects of the guide is the cross-referencing in the

Sound investment

teachers' part. This is a particularly important aspect of biology teaching as, of course, it can be approached from many angles. This text offers considerable flexibility in how an individual teacher chooses to start and progress through the syllabus.

Each section, whether testing for food make-up, heat on the plant cell



membrane or how deep are your breaths? has a few built-in sentences on what a child should be aware of before beginning it. This is a most useful service, especially in schools where there is a frequent change of teacher, or as a help for new teachers. Some longer-term investigations are also suggested with less detail, and there is a national list of suppliers.

The design and presentation of both parts of the text is extremely well organized, keeping to the same format throughout. The investigations suggested are grouped by topics such as General, Sensitivity, Water and living organisms, etc. For the teachers, the basic theme headings are: Objective, Materials, Preparation instructions, Safety, Knowledge assumed, Other comments and Answers. Each pupil worksheet has the same format of Materials, Preparation instructions,

Where's the beef?

5-11 report will notice some startling gaps in both content and approach in the IMP scheme. They might begin to wonder how this scheme could be used "to develop an understanding of mathematics through a process of inquiry and experiment". Join things that match" says workbook 1, and presents pictures of two rabbits, two tortoises and two elephants. "Draw a knife for each fork," says workbook 7.

Not only are these worksheets dangerously unsound in their mathematical content, the teachers' books offer no intelligible rationale for the mathematical ideas that the scheme follows. "The idea of relationships, which are connections between elements or items, is a set or sets, is fundamental to

mathematics" is all we are told about all the work on relationships. Without a clear mathematical background it is not possible to generate one's own activities and teaching structure. The scheme must be added to rigidly. This is a problem when the teaching ideas are so haphazard. "The cup belongs to the saucer" — how do you use this in the classroom? "Show the children colour cards. Talk about the colours." How? Why?

A sensitive teacher who knows nothing about maths, but who has observed young children making sense of numbers, would realize that something is wrong. For instance, counting is not really dealt with in this scheme. Writing, the numeral, is introduced before counting. What if the child is

not conserving number? How does this help the child make sense of the numerals? There is no matching without counting in order to compare two sets of objects, and no counting and matching without the numerals. The children are always expected to count objects that they can move in order to organize their count. The children are expected to order the numerals, but not sets of objects. Addition is not treated as an operation, it is merely counting: two boats and three boats must be one, two, three, four, five boats.

Do I need to continue? Shape is not about shape, of course, but about naming shapes, and learning lists of attributes. There is no room for exploration. And it's all so dull and so thin. "Where's the beef?" you might ask.

Sheila Ebbitt

notes

BIOLOGY STUDY AIDS

Revision cards are always useful, not least in the psychological security they give the examinee in carrying them around. Pan's "Biology" cards for O-level are neat and clear, though some of the information is so reduced that it calls for young eyes. It is given mostly in the form of lists; if pupils prefer flow diagrams, they will have to make their own.

Though the essence of the subjects here, these are notes for revision, not initial learning. The introduction suggests sweetly that if... you find difficulty with any part of the work you should consult your teacher who can help to clarify your thoughts.

"Pan Study Aids: Biology", £1.50 from Pan Books Ltd, Cavaye Place, London SW10 9PG.

INTERNATIONAL TELEVISION STUDIES

The British Film Institute's International Television Studies Conference is to be held on July 11-13 at the Institute of Education, 20 Bedford Way, London WC1.

Organized in conjunction with the Institute of Education, this is the first major international conference of its kind. Over 60 speakers from 16 countries will present papers and there will be screenings and discussion groups each day.

Subjects include new technologies, the state, political economy, institutions, programme categories, representation, audience, education, history, theory, methodology, national identities, news.

Registration fee £30 (£20 for students and unwaged). Applications to (TSC), Education, 81 Dean Street, London W1V 6AA (tel: 01-437 4355).

KNOW YOUR NATIONAL PARKS

"Know Your National Parks" is a new teaching pack which brings together information about the 10 national parks in England and Wales. It includes a large colour poster identifying the parks, 10 illustrated park profiles and fact sheets exploring their history and administration. The packs cost £4.25 each.

For £5 a year you can become a Friend of National Parks. Membership entitles you to receive a twice-yearly newsletter with visitor information, news and details of current issues in the parks. Applications to CNP, 4 Hobart Place, London SW1W 0HY.



DUNCAN DRAGON

Matching cards are now available to complete the Duncan Dragon Reading Scheme. 24 cards for pack one £2.10, 36 cards for pack two £2.50, from National Educational Publishing Ltd, Raine Road, Amersham Bucks (tel: 02403 4199).

LONDON FILM MAKERS CO-OP
Applications are invited for the annual summer show of the London Film Makers' Co-op, which will be held this year from July 3-7.

If you would like to submit work for the event, please send your applications, stills, descriptions of work and equipment requirements c/o The Summer Show Committee, London Film Makers' Co-op, 42 Gloucester Avenue, London NW1. Closing date for applications is June 4.

16mm and Super 8 film, tape, video and audio-visual related performances will be considered.

MEDIA

Grown up venture

Victoria Neumark reviews a primary school sex education series

ETV
Sex Education
BBC
Tuesdays 10.10-10.30
Rpt. Fridays 9.52-10.12
Video cassettes and films available for sale or hire from:
Sole: BBC Television Enterprises Ltd, Education and Training Sales, Woodlands, Wood Lane, London W12 0TT
Hire: BBC Enterprises Film Hire Library, The Guild Organisation, Guild House, Oundle Road, Peterborough PE2 9PZ.

"When I was 10 I thought I'd be really grown up when I was 16, but now I'm 16 I don't feel grown up." With which quote the producers of *Sex Education* subtly let on to their 8-10 year-old audience that puberty and adulthood are not the same. For a series that has a certain aura of controversy *Sex Education* is subtle, and also matter-of-fact, setting information that may be new and startling within a sense of wonder at the life-process in which we are part and using many modes of narrative to convey its message.

Ample footage of young babies and infants opens the first programme, "Growing". Human beings mature slowly, and recounting the slow rise from infancy to this age group should make them aware of how much they have already grown up. Puberty is just the next step, and, by setting the interviews with adolescents which tol-

low within the context of a school gymnasium a happy, healthy aura surrounds changes in height, weight and feelings which are mentioned. Why cripple children in advance by touching on the agony of acne? Actual sexual difference is illustrated with young babies and thereafter by diagrams whilst mild humour is added by a lad remembering his voice breaking. Sex education at my school was so wholly mechanistic that I have viewed these programmes with stunned delight. We were told where babies come from but not what they were like. Sexual pleasure was the subject of dirty jokes and people's baby siblings the object of some envy but our parents, three sets of whom are shown preparing for their baby's birthday. A

Merry-Go-Round unit of which this is the revision, the second programme in the series, "Someone New", outlines foetal development, birth and early parenting. Using wonderful optic fibre photography we see the ovum and sperm, embryo and placenta and the foetus as it dances in its private sea. We also see a baby being born, to the wonder and joy of its parents, and being put to the breast whilst the cord is still attached. From there it is an easy route to diagrams of the womb and vagina and from those to the birth of a kitten in its own amniotic wrapping. However, these dramatic events are contextualized within the lives of the parents, three sets of whom are shown preparing for their baby's birthday. A

baby is born in a family, then, not in a diagram, and babies are breast-fed and cuddled or bottled with tenderness "because some Mums prefer it".

The key moment in our first form biology lesson was always when some brave soul put up their hand and asked "but how did the sperm get into the vagina". "Life Begins" the third programme, treats sexual intercourse much as it does conception: it takes two to tango, or "the man and the woman have to be very close together for them to put the man's penis in the woman's vagina." It's a co-operative venture, the reproduction business.

The programme uses a naked family frolicking on a beach to illustrate the differences between sexually immature and mature. It is to be hoped that this will not evoke itters, but again the use of context is good, focusing not just on a couple but on the mother and father of a family, and using freeze-frames of their bodies on which to map the diagrams of reproductive organs. For the first time the programme touches on menstruation. Since menarche now regularly occurs at nine this is important. We got most of our information (in the 1960s) from the misleading diagrams on the Lil-lets packets and older girls' groans about "the curse". There is no cure in sexual matters but ignorance and cruelty: *Sex Education* is an excellent way of ensuring your pupils will not suffer the one and, hopefully, thus will have no need to inflict the other.

Whose Town is It Anyway?
Channel 4 Tuesdays 6.30-7.00pm

Up and down the land in city and town, there are forlorn council estates the visitor seldom sees, stuck in the backlands of vandalism and neglect. They are the places where your address writes you off for credit, where the trams live, and where debts to the gas and electricity boards mount up. Unemployment is always higher than the general dismal local level.

In every estate there's a handful of people fighting against the atmosphere of smouldering but inert resentment. They want to confront the decline of environmental standards and services and to make the place worth living in. For years they were ignored and seen as trouble-makers in the days when the councils thought they were rich. Now they think they are poor the last thing that happens is for cash and resources to be put in the hands of the community activists in their uphill task. They employ community workers instead.

The current eight-part series, written and researched by John Edgington, attempts to explore this particular urban crisis. We were taken first to Easterhouse, the vast estate of three-storey walk-ups outside Glasgow. It's a place well-known to the media because of the tales in the sixties of its juvenile gangs, whose members are now adult citizens with families of their own.

"I displaced my parents for letting me be brought up in this place," one resident said. On the other hand another remarked that "There are a million good things about Easterhouse every day that people don't know about", and indeed innumerable



The backlands

by Colin Ward

efforts have been made in the schools, in youth groups and community organizations, to build up that vital communal solidarity. We will learn something in a later programme of the work of the Easterhouse Festival Society, but the key utterance was that of the citizen who said "I want some way of their being able to upkeep their own

environment and get paid for it." The second programme took us to Sheffield, a city whose base in heavy industry has been a much more recent victim of economic decline. There the present Labour council has, belatedly, attempted to develop a new philosophy of council services: local and decentralized instead of hierarchical

which John went into a second-hand furniture shop to buy a table. In just a few moments, we appreciated the problems a simple discussion about a price can cause to someone under stress and given to losing their temper.

Also featured in the film was another teenager, Karen Murphy, who talked frankly about herself ("I don't know I'm shouting") and the effects her frequent losses of temper have had on family relationships.

In the best tradition of "Scene" programmes, *Keep Your Cool* never preached. It did not duck the fact that crude expletives are part of teenage rows and that personal insults are pretty basic. Based on the experiences of Pete Westby, a teacher who works with teenagers under stress, it was complemented by concise and pertinent teachers' notes and will be a most valuable discussion starter and aid to personal understanding.

What will prove disappointing is the fact that it will not be transmitted in June as previously advertised. Apparently owing to another programme not being ready for transmission, it was brought forward in the past, such as being tainted by other teenagers and becoming involved in angry confrontations with teachers and in record shops. A remarkable testimony to his new-found self-control, and to Andy Walker's skill in making the film; was a scene in

briefings

radio & tv

For schools

WAYS WITH WORDS

(Tuesday, 11.08, ITV)
What is the longest word in the English language? Which words are used most often? Eight to ten-year-olds are introduced to the fascination of words.

MIND STRETCHERS

(Tues 11.40, Wed 10.40, Fri 10.40, BBC2)
A series of five-minute programmes setting and solving problems normally outside the scope of 10 and 11-year-olds. "Designing a housing estate" is the problem posed on Tuesday and Wednesday, with two solutions given on Friday.

LISTEN AND READ: RADIO THINKING

(Tuesday, 11.40, VHF4)
A complete reading of one of the series' "starter" books. "Concert Turns" by Derek Farmer, told by Sean Barrett. Includes instructions and audio signals to encourage children with reading difficulties to join in. A number of telesoftware games for use on Ceefax have been developed to complement these stories.

HISTORY AROUND YOU

(Wed 11.40, Fri 9.50, ITV)
What are the clues to look out for when trying to piece together the history of a building? Here 8 to 12-year-olds search for "School Clues" and see what schooling was like in the past from the evidence available.

INTRODUCING GEOGRAPHY

(Wednesday, 14.15, VHF4)
Sarah Greene goes to Alton Towers Leisure Park in Staffordshire to show 10 to 12-year-olds the link between geography and the leisure business.

TALK ABOUT ENGLISH

(Wednesday, 00.50, Thurs, Fri 00.30, VHF4)
A series of programmes for 14 to 16-year-olds to develop awareness of the variety and complexity of the English language. Advises listening to what others have to say and thinking before speaking.

NEAR AND FAR

(Thursday, 11.05, BBC2)
"The Great Outdoors" illustrates for 9 to 11-year-olds the way the leisure industry has expanded, featuring the development of the area around Aviemore in Scotland. Pinpoints the cost and benefits to the region.

WAVELENGTH

(Thursday, 11.30, VHF4)
A special programme all about revision. With exams looming, advice is given on how to tackle revision and overcome some of the problems surrounding the exams themselves.

ENGLISH FILE

(Friday, 14.30, BBC2)
How does a cartoonist get ideas? Peter Maddocks, a freelance cartoonist, is seen preparing a news-based drawing as well as a cartoon-strip cookery book 14 to 15-year-olds see the importance for him of precise information and instructions.

Continuing education

MICRO LIVE

(Sunday, 12.00, BBC1)
This second programme gives up-to-the-minute information on new software and hardware and announces the winners of the BBC National Schools Software Competition.

David Self

The letter and the spirit

It is rare to attempt an appreciation of opposing views by Julian Brotherton

Although all sciences occasionally encounter the nebulous area of morals and aesthetics, teachers understandably try to avoid it. In environmental science they have special problems because it is hard to present this subject simply as a value-free survey of the principles of ecology and management. Questions of "Why?" and "For Whom?" keep thrusting forward and schools tend to retreat from such complications.

O and A level syllabuses reflect this. They include sections on conservation strategy, such as pollution-control or renewable resources, but rights and wrongs and considerations of appearance rarely receive more than a reluctant nod. Out of two syllabuses mentioning scenery, one warns "Teachers should realize the difficulties of dealing with this without making subjective judgments", although (as philosophy students well know), there is a lot more to aesthetics than sentiment. And again it is on a "cost-benefit basis" that we are somehow to assess conflicts of a social nature. The AEB are less timid than some, if no less vague: we should "consider provision for the aesthetic needs of Man". They even discreetly

propose dealing with "nuclear arguments". One syllabus hints apologetically: "The student should consider whether the aims of management are entirely commercial".

But these so-called "sociological" aspects are being reduced in future in most examinations. The Joint Examination Board refers to "implicit" educational and aesthetic values, which apparently don't require actual specification but perhaps needn't be purged quite yet.

Apart from the diffidence of teachers towards questions which, at an academic level, are philosophical, and which (although perfectly examinable) are marked differently from science, there is the added problem that very few pupils take environmental exams, which have to be subsidized by more popular subjects. It costs several thousand pounds to set one exam so it must have high Public Relations appeal.

What the examiners prescribe probably reflects the balance favoured even for non-examination children and primary schools, where teachers' freedom allows implications to be more explicitly developed. Younger and less

academic pupils do spend more time acquiring familiarity and respect for their surroundings, but even this is no more than a precondition for moral and aesthetic education, properly defined. Controversy still tends to be one-sided or to be shunned; it is rare to attempt a fair appreciation of opposite views, the farmer's and the birdwatcher's or the factory owner's and the anti-pollution agitator's.

Many books share the same limitations or partisan bias. However urgent their scaring statistics, they are merely raising an alarm, and this is hardly tackling ethical problems in the truly educational sense.

So what would a satisfactory approach be? Richard Mabey in *The Common Ground* argues that a "place" is much more than a habitat, site or amenity area, and it does seem absurdly reductive to describe the environment simply in terms of ecosystems, energy flow data and resources. How can the manipulation and care of our surroundings be any more "detached" than that of our physical bodies by the doctor? And fortunately for us, medical courses include ethics as an unquestioned necessity. No attempt is made to escape moral dilemmas by "sticking to facts". But would fair treatment be jeopardized if we bring in rights and wrongs?

Education and science do share a common article of faith: the avoidance of sectarianism. In science there is the commitment to impartiality regarding rival claims, and in education there is, or ought to be, the avoidance of any whiff of indoctrination or the pushing of one side in a disagreement. Responsible teachers are anxious not to overstep the line, but, as in medical science, preparing pupils to come to their own value judgment is quite a different matter from being evangelistic or prescriptive.

A radical element has appeared since the 1960s in the previously traditional nature conservation movement. Overtones of anarchism and of disenchantment with science itself (which is seen as having facilitated much environmental destruction) have alarmed mainstream educators. However, analysis of controversies need have nothing to do with propaganda or extremism, and certainly the



Economic values cannot be translated into non-economic ones.

deliberate avoidance of such concerns is itself a form of bias.

Sometimes a topic of intense preoccupation in the public conscience is less closely related to our teaching. Sometimes a topic will "speak for itself", even to school pupils, without further attention. The caring, affective and moral element in environmental studies may appear to be one of these. After all, as Kenneth Allsop used to say, nobody actually wants to harm our natural surroundings. We are all conservationists now, at least in theory!

But, as every man has his price, so one man's threshold of acceptance of risk or environmental damage conflicts with the next man's. For example, we do need cars to "keep the system rolling", and we do seem to accept that about 6,000 people killed and 79,000 seriously injured on the roads per year is a fair (if regrettable) price to pay for the advantages gained. But where to draw the line? How many people would have to be killed before the most complacent of us would call a halt? Our business-minded society is dedicated to that which can be packaged and sold, to maximizing economic output and material wealth, but even the most ardent believer in "market forces" could not responsibly advocate free trade in slavery or sadism, whatever the economic gains. School pupils must be made aware not only of environmental hazards but also of the case in favour and against them.

Unfortunately these cannot be merely "cost-benefit" arguments. Putting a cash value on rare flowers and setting it against that of a reservoir (or

a hundred jobs) is, according to Professor Cotgrove in *Catastrophe or Corruption*, totally misleading and irrational. Economic values cannot be translated into non-economic ones. The two scales are not interchangeable.

It is here that our obligations as environmental teachers come in. Professor Cotgrove's research shows an intelligent dialogue between environmentalists and entrepreneurs is already impossible. It is "the blind talking to the deaf". Each expects the other to understand his values as an apparently irreconcilable divide.

If we neglect to familiarize pupils with both sets of values, this impedes their understanding of the functioning of the biosphere for a variety of purposes, from food production to wildlife conservation, but the human factors, being hard to measure, tend to get overlooked.

However, the environment does not reflect such subject boundaries, or value-systems, in the way it functions. Consequently environmental conflicts often arise because so many people working with it have only the unidirectional understanding derived from traditional subjects.

What I am suggesting is not that a multi-disciplinary approach can, in itself, be value-free, but that it leads to a better understanding of the environment than is possible simply from the environmental sections of biology and geography syllabuses.

From teaching the University of London A Level Environmental Studies course for nine years, I feel it offers a good way of providing students with the tools to relate to their environment in an informed way, whether or not they eventually do environmental jobs. By exploring the components and holistic functioning of the environment, the course gives a good basis from which to examine the various value-systems applied to it. Equally important, many of the practical ecological and geographical techniques useful for work in the environment are taught.

In delineating the boundaries of Environmental Studies, the analogy with an ecosystem is a useful one: the most convenient unit for study puts the boundaries where they reduce inputs and outputs to a minimum, and can be most easily measured. The environment can be viewed both as an ecosystem, and as a system of ecosystems. It needs to be studied, together with man's interaction with it, on a range of different levels, each with its inputs and outputs, from single organisms to the biosphere. Examples at various levels are sufficient to illustrate underlying concepts. Naturally, understanding the functioning of each level will call for a degree of detail appropriate to that level.

Perhaps one of the most valuable features of the London Environmental Studies syllabus is the final assessment, on an environmental conflict selected by each student. The topics chosen range from the effects of organic and inorganic farming methods to new fly-pass schemes; from town plans to recreational activities in areas of wildlife value; from the straw-burning controversy to air pollution and environmental health.

Then begin thinking about your own project! Resources for Teachers: old directories; local newspapers, often on microfilm; *Census Returns* (1941, 1951, 1961); *Census of 1851*; *Geographical Guide Books*; *Wills and Inventories*; parish registers; local publications and museums.

Julian Brotherton has taught science and environmental studies in schools and colleges.

A long term investment

Sally Clifton recommends A level Environmental Studies

To future educational historians, one of the most notable features of the past five years will be the scrutiny applied to 16-19 education, and the unprecedented proliferation of new courses resulting from it. At the very least they offer more choice for the student; there will never be agreement about the most appropriate education for life in contemporary society.

But for many teachers, and others, some of the ideas expressed in the recent White Paper, *Training for Jobs*, seems geared much more to the interests of employers than of young people, even given the overlap of interests between them. Vital as it is, preparation for the world of work cannot be totally equated with education for adult life in modern society. On this point, perhaps attention should be drawn to some existing courses which come under the heading of education rather than training, but which include practical study of real problems arising within the world of work as well as outside it.

One such interface for urgent problem-solving is that between people and their environment. But this area illustrates the impossibility of trying to teach and learn in a "value-free" context.

Traditionally, geographers approach the environment from one angle: they are more concerned with the use which people can make of it, and less with its scientific side. Biologists seek a scientific understanding of the functioning of the biosphere for a variety of purposes, from food production to wildlife conservation, but the human factors, being hard to measure, tend to get overlooked.

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Sally Clifton is a lecturer in Biological Sciences at Brunel College of Further Education.

Often the contact with a real problem-solving situation gives young people the incentive to learn skills which until then held no interest for them, or of which they felt incapable.

A further 10 per cent of the final assessment is allocated to fieldwork within the ecosystem section of the course.

As might be expected from the interdisciplinary nature of the course, the young people who might benefit from it will have a variety of backgrounds. Having a good mix of science and humanities orientations in the class enhances its progress. Having studied O level biology and/or geography obviously helps, and if they've had the chance to take O level Environmental Studies they find less difficulty adjusting to the integrated approach of the A level. But gaps in background can usually be rectified with a serious A level student, when the need arises as part of the topic being studied.

Adapting to such a course will clearly be easier in a school with a well planned policy of environmental education throughout its earlier curriculum. New sixth form and tertiary colleges may well have the opportunity to appoint environmentally-minded geography and biology staff, and so lay

their subjects. Each establishment may have its individual pattern of political opportunism, for which new course may offer scope; but again a course like this should only involve staff with genuine enthusiasm for its objectives.

Other staff, students, or their parents may have reservations about the acceptability of a new course for higher education; this has now been pretty thoroughly explored for Environmental Studies and we have not yet found it to be unacceptable in a suitable combination of subjects for appropriate higher education courses. Occasionally HE establishments, professional institutions or employers may not be familiar with the course, but on receiving a copy of the syllabus have almost always responded favourably to it. It would help if those establishments who accept the subject for entrance purposes actually indicated this in the relevant handbooks.

Clearly careers advisers, course tutors, heads of department, or others who advise students about their choices play a key role in the establishment of this or any other course. It is very important that these people should be kept well informed about its content, philosophy and applications, so that they learn to recognize the



Starting young: primary children on a butterfly/dragonfly watch at the Institute of Terrestrial Ecology research station at Wareham.

a good foundation for such a policy. Further education and technical colleges offer an increasing number of vocational courses with environmental components, for example the City and Guilds Foundation courses; BTEC and HND courses; and some of the Laboratory Technician courses. In this college the development of A and O level Environmental Studies has been a factor in making the most of these components, together with a number of non-examination short courses for adults.

As to the best way of staffing the A level course, when I first started few establishments had individual staff willing and able to teach the whole syllabus. However, with the increase in teachers who are graduates in Environmental Studies/Science, or with joint or combined degrees, this would seem to be less of a problem.

Alternatively many schools and colleges may find team teaching, usually with like-minded biologists and geographers, to be the ideal solution. Either way it is certainly too good a course to be taught by anyone less than enthusiastic about it.

But the large practical assessment element makes it necessary that one person should oversee it. My view is that students benefit most from having a number of different, but complementary, angles on the subject, and it is certainly advantageous in relation to the supervision of projects.

New courses are sometimes viewed with scepticism by the more traditional, but closely related subject areas of the school or college. In most cases I have found colleagues willing to be convinced by the evidence value of the course, and finding it doesn't "compete", but more often complements



Sheila Browne: "the pot is stirring nicely"

Promise of a powerful force

Gillian Thomas meets the new president of the Council for Environmental Education

With the arrival of Sheila Browne as its president, the Council for Environmental Education can look forward to an interesting new phase. Under her perceptive guidance its direction will be sharpened. She was also appointed principal of Newnham College, Cambridge, in October, after nine years as the Senior Chief Inspector at the DES, and the 58-year-old Miss Browne promises to be a powerful force. She began her career by teaching French for 14 years at Oxford as a don and Fellow of St Hilda's.

"The pot is stirring nicely and there is every reason to be optimistic," she told council colleagues at its General Assembly last month. "I am infinitely approachable, keen to glean every shade of opinion from the council's wide membership. As when visiting classrooms as an inspector, she immediately assessed the general mood - which in fact was not particularly buoyant."

In the face of cutbacks and renewed emphasis on core subjects, how should environmental education be manifested in itself, and how did it relate to the deteriorating school environment in which many children found themselves?

"We really don't have to justify the environmental approach because it already fits into the criteria by which we judge a good education," she stressed.

"It is not a separate entity and learning flows naturally from it. For example it would be inexcusable not to include topics like energy in every child's education."

Consequently, she was very disturbed to hear from an ILEA teacher at the assembly of the trials of teaching environmental studies at O level. At Cambridge she is further away from the reality of the classroom than before, but it puts her in a strong position to win the ear of fellow academics.

In agreeing to become president, Sheila Browne emphasized that environmental education has to be taken seriously at the academic level if it is ever going to make a real impact in schools. She sees this as the only basis on which it can hope to move forward.

She traces her personal commitment and interest in the subject back to the age of eight when the local vicar's daughter, a notable birdwatcher, visited her school and convinced her of the need "to learn to use the eyes and imagination on behalf of all sorts of other creatures" and that "every individual had it within their power to do something about their surroundings".

Her professional conviction about the value of environmental education was fostered by fellow ILEA George Wills and Rupert Booth. She made them nationally responsible for the subject two and a half years ago.

She does not see the move to an increasingly subject-based curriculum as being an obstacle to the advance of environmental education because it is a natural ingredient of all the core ones - English, geography, history, science maths etc - and as such should be a valuable source of inspiration.

"The environment is the heartland of all five to 25-year-olds and they inevitably want to learn from it. I see the Council for Environmental Education as helping children and adults to value what can be done. That may sound very mundane, but it has to be said."

Her conviction that council members should not be despondent is based on her intimate knowledge of the working of the education system and her faith in the underlying trends involved. She believes that documents such as *The School Curriculum and Science Education 11-18* confirm similar aims, namely the need for schools to enable pupils to fulfil themselves.

"This requires education to derive from reality. Thus there is an indisputable place for projects both in learning and examinations. Through them, pupils learn how to put ideas together and to use them confidently. Both are central to the environmental approach."

Miss Browne recently had the opportunity at a science conference of discussing the scope of environmental possibilities with other academic colleagues. She found that many had been impressed by the standards achieved when they examined school work presented in this way.

That the point was not lost on them was perhaps her opening move in the "clear-headed effort needed for evolution" at institutional level.

She is also at pains to urge the CEE to capitalize on the interesting opportunities which certainly exist. In particular, she believes it is voice needs to be heard in teacher-training, especially as many colleges are currently seeking advice about the courses they should be offering.

Having taken "Working together" as its assembly theme the CEE chose to provoke a debate about how to make its influence felt most effectively.

Recently requests to the council for training sessions and joint working groups has escalated. Various member organizations are increasingly being called on to make a direct contribution to these since it is not always possible or appropriate for the staff themselves to take part.

Although the council is undoubtedly becoming more influential, John Baines, its director, is keen to see it make even more impact on the education world. With the kind of positive attitudes which Sheila Browne clearly intends to display, that seems highly likely to happen.



A "place" is much more than a habitat.

The study of local history is often frustrated by the scarcity of easily available specific resources. The following suggestions show how to overcome a shortage of material.

Begin at the school and walk along its road. All that one need do at this stage is look around.

Look at the buildings: has a local building material been used? What shape/size are the windows? Is there a date or inscription? Have the doors got porches, pillars or porticoes? What about gates, fences and walls?

Look up: are the roofs made of slate, tiles or thatch? Have all the houses got chimneys? Study the heights of neighbouring buildings. Of what are gutters and downpipes made?

Look down: what material is used for the pavement? How many different manhole covers can you find - take care when investigating those in the road! What is written on them? Does this give any clue as to its use? Is there the name of a local foundry? How could you record interesting patterns?

Look along: are the street-lamps of contemporary design? Perhaps a modern light may have been fitted to an older cast-iron standard. Is there any other cast iron street furniture? What history can you learn from a pillar-box? Can you find the name of the manufacturer?

Is there any modern development taking place? Can you distinguish later extensions built onto older buildings? How can you tell they are not part of the original structure?

Study houses and street names. What clues are hidden in by "The Old Forge", "Carpenter's Cottage" or "The

Just looking around

Lois Lynn-Smith on using the environment to discover local history

tion House"? Some street names are all that remain as reminders of the far distant or maybe recent past - Castle Green or Chapel Lane.

Special buildings such as churches, the inn, a garage, the corner shop may have interesting histories of their own. Are there any long established industries or new factories? Do they merge into the local environment or detract from it?

There may be features of particular geographical importance - a river, quarry, canal, valley or seashore - or an ancient/listed monument. Is there a statue home or museum?

How about the road itself? Look for milestones, signposts and road signs. There may be a one-time coaching inn, even a toll-house or perhaps an aging board-listing charges.

Following up the deductions and hypotheses resulting from this initial observation by attempting to verify as many of these as possible by the use of available resources. There are many educational reference books on general information readily obtainable by schools. For instance, books on the history of houses, homes or buildings will enable you to date a building quite accurately from the size/style of windows, roofs, types of building materials or doorway design.

A publication on cast-iron street furniture will help out with lamp posts, bollards and pillar boxes; those on towns or villages yield fascinating information about inns and their signs, examples of milestones, village stores and garages. Two particularly useful series are Blandford's *Approaches to Environmental Studies* and Mills and Boon *On Location*.

Books on church architecture and graveyards linked to historical period are plentiful; those on other places of worship are rarer but do exist; ask your local librarian or schools library service.

The most valuable and easily accessible resource is the community - talk to the people who have lived there all their lives and are dying to tell someone their memories. Invite a local farmer or businessman into school; ask the vicar to take the class on a guided tour of the church; arrange to tour a factory. Consider using taped interviews or questionnaires.

Encourage the making of sketch-maps. Ensure that the area is not too large. You may decide to use the area immediately around your school; plus, say, the parish church, a public house and the Iron Age Fort on a nearby hill. Attempt the sketchmap from memory then take it out and compare with the real thing. It is well worth investing in an up-to-date Ordnance Survey map.

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Survey map as this clearly marks individual buildings. Can you pick out your own house? Where is the school? What is that? What does P mean? This is an excellent opportunity to introduce the intricacies of map reading and the interpretation of the relevant symbols.

Obtain a copy of the 1880 OS map of the same area - try your local studies library or council office - it should not cost more than 20p. Compare with the modern map. List similarities and differences - this is a good group exercise.

Is the school there? How many inns are marked? Can you see something on the earlier map which no longer exists? Go and see if any traces remain. Are the map symbols the same? It can be used as an immediate strategy for dating: either more, or less than 100 years old; Compile a list of changes which have taken place during the last century. Can you explain these?

Compare with a 1906 OS copy and note what, if any, development took place in the intervening 26 years.

Once this general survey has been experienced, individual buildings or features can be studied in greater detail. It would be obvious to begin with the school. Can you find out when it was built? You may need to pay a visit to the Public Record Office to

verify this from old log books or local school minutes. Resources may well be available within the school. Contact parents and former pupils/teachers/cooks, etc. If the school is modern it probably replaced an older school or else was built to meet the needs of some new development which is itself tortuously relevant in itself.

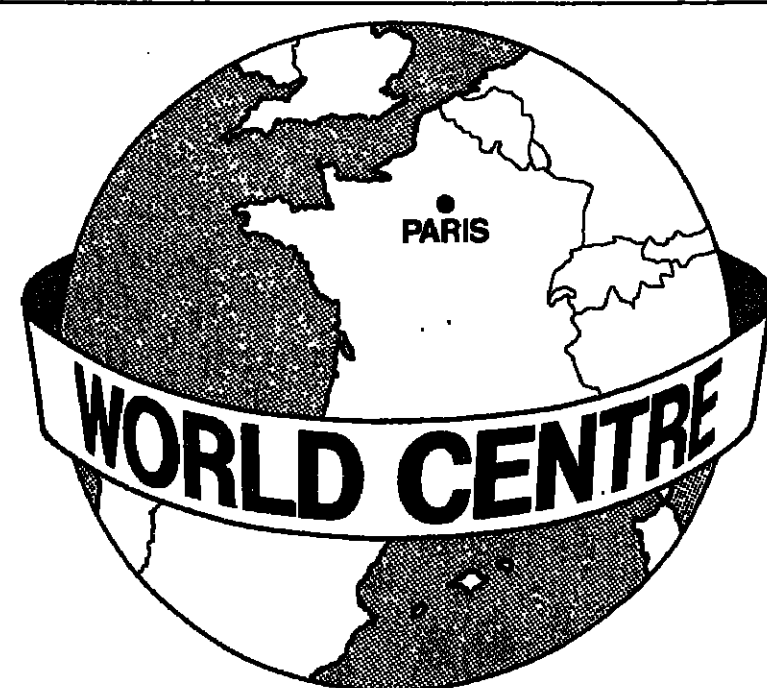
What else is studied will depend on what is present in your area. A tried and tested method is to allow the children to work in pairs or groups studying the subject of their choice. Set assignments which link the general material to the local features concerned; in this way an understanding of the wider world is being seen within the context of national events. You cannot study pillar-boxes or the Post Office without mention of Rowland Hill, or a medieval church without some reference to the Reformation.

Devise a form of final overview in that each group gains some insight into how its own study forms part of a much more complete entity. Tangible outcomes might include project folder or scrapbooks, a display, church guide booklet, dramatized simulations, an exhibition, models and plans.

Then begin thinking about your own project! Resources for Teachers: old directories; local newspapers, often on microfilm; *Census Returns* (1941, 1951, 1961); *Census of 1851*; *Geographical Guide Books*; *Wills and Inventories*; parish registers; local publications and museums.

Lois Lynn-Smith has taught science and environmental studies in schools and colleges.

ENDPAGE



Ann Bielski visits the Information Technology Centre in Paris

The work of Seymour Papert, the MIT professor of mathematics, is well known. The title of his book, *Le langage de l'esprit*, has been poorly translated as *Mindstorms*, which gives an impression of internal conflict and confusion. The theme of the book is a positive one, and its title would more nearly be paraphrased by "Leap of the Spirit".

Papert is known for having led the team that developed the computer language LOGO. Its development is governed by the attitude to early learning which Papert acquired from Piaget in Switzerland. Apart from Papert's work on the initial phases of LOGO, research in this field was also carried out at Stanford, in Quebec (in the training of teachers of mathematics), in Darmstadt in West Germany, and in Edinburgh.

While Papert has been an influential pioneer and founder father, Logo (and its uses) has branched out in a number of different directions. In France, it has had considerable influence, culminating in the arrival of Seymour Papert to launch the World Centre (Centre Mondial) of Information Technology and Human Development in Paris at the end of 1981 under the aegis of Jean-Jacques Servan-Schreiber.

Situated close to the heart of the city, the World Centre is open seven days a week from 10am to 10pm, and is free of charge. Since the departure of Papert, it has shifted its orientation from children to adults, while still encouraging children to patronize it.

After an all too brief visit inside the Pompidou Centre which shows a polychromatic metaphor for modern technology at you, I dropped in at the World Centre (22 avenue Matignon) through the equally symbolic facade of Renaissance stonework invaded by

dark glass and steel. The interior was subtly divided into levels which twisted down into a series of basement floors decorated with palms. Here were six men at work on white hardware, surrounded with cables; beyond was a carpeted amphitheatre where a programmer projected a moving figure on a giant screen. Upstairs, the children keyed with concentration onto a dozen VDUs.

The philosophy of the Centre is far-reaching. It begins from the belief that everyone needs to personalize computing for themselves in order to cope with the changes in employment and work which information technology is precipitating. The Centre was founded with a missionary aim: to help all men to master the new technology, those of the Third World as well as the Developed. In this task the intention is to make it a workshop where world experts can find the environment and the resources to stimulate innovation.

According to Professor Raj Reddy, Scientific Director of the Centre, the computer has been proved to be a unique tool for learning of all kinds and this observation has led to the setting-up of a number of pilot schemes in different regions and countries, in developed and under-developed parts of the world to monitor the effect of introducing the computer. These experiments will also, it is hoped, answer important questions as to training methods and the effectiveness of different educational approaches in order to identify the most efficient learning strategies.

There is, in Professor Reddy's view, an urgent need to press ahead very rapidly with the work of making information technology a part of everyone's lives in a way in which they are able to master the technology and not

the reverse. The priority, therefore, at this time, is to train the trainers. The unthinkable penalty of delay in this process would be a threat to the unity of society, divisions of knowledge and ignorance.

In this perspective, the Centre has groups of researchers working in a variety of fields: the spreading of personal information technology by teaching and training; sociological experiments; communication networks; a study of communication between Man and Machine; agriculture, medicine and artificial intelligence. The Centre's work is conducted through its central computer, a Digital 2060. In addition there is a VAX 11/780; LISP machines linked by a local network, and a hundred terminals and one hundred micros in the laboratories and rooms open to the public.

The Centre is intended to be open to the whole world, although there are those who criticize it for having too close links with the French electronics industry and a prejudice in favour of former French colonies in the Third World. Nevertheless, the Centre is involved in six major projects all over the globe.

In 1983 an agreement was signed with Carnegie Mellon University in Pittsburgh where Professor Raj Reddy is Professor of Robotics, to exchange resources and research findings in the areas of teaching technology, information technology for young people, for the education of the unemployed and for high technology industrial applications in Third World countries as well as in the Developed World.

In Senegal the Centre is directing a project to monitor the effect of the introduction of information technology among the whole people, translating Logo into Wolof, the main native language in Senegal. Professor Ohshima, a member of the Administrative Council of the Centre, has announced the organization of a similar Centre in the scientific city of Tsukuba.

The Republic of Colombia in South America has asked for the help of the Centre in association with an ambitious distance learning project aimed especially at the rural regions, and President Belisario Betancour, has announced his intention of setting up a similar centre in Colombia. An agreement has also been reached with Canada to set up a centre there, and to work towards the development of Third World countries, using Canada's vast experience with cable television and telecommunications to investigate the use of modern communications systems in underdeveloped countries.

Finally, links have been established with Saudi Arabia and Kuwait, Israel, Brazil, China, Vietnam and Yugoslavia, among others.

Who are the patrons of the World Centre? First men, women and children came informally, as private individuals for their first contact with a computer. Then there are the schools: secondary and primary, even nursery schools, students of advanced further education, teachers with their pupils.

All of them looking for their own personal key to information technology.

The World Centre acts as a creative/subversive educative force outside the formal educational system in France. Inside the system Logo is already used with encouraging results, in primary schools researchers set problems for children, record data, cope with errors made by the children, and analyse the data received in the experiments. Using Logo in this way the computer replaces the researcher in a limited number of activities.

The children control the Floor Turtle by programming it to move in certain directions, doing this with punched cards. They soon learn the two key rules of the game: if I have gone forward enough, I have to turn; if I have turned enough, I have to go forward. The children learn how to determine exactly the position of the Turtle; to know what movement it must make and to know how to choose appropriate commands. Experience has found that the most difficult problem for children is to determine the centre of rotation.

French versions of Logo for the Texas Instruments and Apple II computers are beginning to make their presence felt. Teacher training colleges have taken receipt of control programs for the Floor Turtle and an improved version on R2E will soon be used by teacher training establishments to which some 100 Floor Turtles will be distributed.

The teaching profession as a whole has been slow to accept the computer, perhaps from a fear that the importance of the teacher will be eroded by a mere piece of machinery. Up to the beginning of 1982 not more than 8 to 10 Logo work-stations existed in France. Now demand greatly exceeds supply and Logo has been particularly successful in Remedial and Special education, provoking deep involvement in children who are generally noted for their indifference or repugnance to teaching.

Logo is now widely used in the computer training centres where the 100 hours "light" course and the year's "heavy" course in computers in education are given. Logo is seen by some, following Papert, as the only genuine way of introducing the child and the adult to information technology, in contrast to the mechanistic methodology of Computer Assisted Learning, which moulds the human to the machine. Logo gives a sense of power over the machine and also develops intellectual structures which are founded on an intuitive understanding of mathematical ideas. There is, however, a role for the Turtle in adult education: Logo makes self-directed learning in continuing education possible; it can give the industrial operative a minimal understanding of the computerized industrial environment in which he is required to work and in the life of the office worker Logo can increase his sense of worth and decrease fear of automation or complex electronic equipment so as to turn him into a worker. Through simulations, Logo can instruct users of machine tools in the use of software, the construction of flow-charts and the techniques of, for example, turning on a lathe.

Woman's work

The first computing course of the South Glamorgan Women's Workshop opened in January. Fifty trainees turned up at the newly opened building in central Cardiff. Now had used a computer before, and very few had even been on a training course. Sue Parby, the workshop coordinator, explained that trainees were chosen according to need. "Any woman over 25 in South Glamorgan could apply. We didn't demand O levels, just a determination to work hard and master the skills."

Electronics is one of the few growth industries in South Wales, and that's why the workshop chose to teach it. Women are increasingly faced with new technology in offices, and those who've been away from work for years find the prospect of working with new machines daunting. The workshop was set up deliberately to overcome these fears, and in so doing it builds up trainees' confidence.

Trainees attend two-and-a-half day a week for a year and the course is practical in outlook. It includes electronics, computer operating and social studies. Periods of work experience in industry will take place during the year and both staff and trainees regard this as essential. Trainees will have a chance to put what they learned in the classroom into practice in the office, and experience is always helpful on application forms.

The workshop is funded by South Glamorgan County Council and the European Social Fund. This support has provided computers and electronic equipment and enabled trainees to attend free of charge. The members of staff are employed, a coordinator, a development officer to link the course with the needs of local industry, and three electronics tutors.

There is an added incentive to encourage women to attend - a nursery is provided in the building. This is not and should be emulated by other course organizers in Britain. Many of the workshop's trainees are single mothers and, as one remarked, "I'm me it's simply no nursery, no course."

While emphasizing practical application, the course also includes discussion on some computing hazards. For example, the second computer studies lecture looked at how personal records are kept confidential when more than one computer is involved. The moral issues raised by electronics are also prominent in the social studies class.

Although it has only been running for a short time, trainees are numerous in their praise. "I felt at ease straight away", said one, "even though I've been home with the children for six years." "With no qualifications I was able to get a job, a worthwhile heat change of getting a 'word of mouth' job, volunteered another. Each one praised the vocational content. With a specific job in mind the women have a goal to aim for. A couple regard the course as a stepping stone to other educational courses, hoping for a second chance at learning will give them the incentive to start Open University degrees.

All the tutors are women - a fact applauded by trainees. Many felt more confident in an all-female environment, and they were sure that women tutors were more sympathetic to their problems and family commitments. However, the staff acknowledge that this support is hard to find in the world outside the workshop. Local businesses have their doubts about women playing women in electronics, and the workshop's development officer has to overcome this prejudice before the women can apply for jobs. Work experience will also be helpful in this respect, once it is also helpful in other opening employers' eyes to what women can do as well as assisting the trainees themselves.

The South Glamorgan Women's Workshop is a pioneering project, and it is hoped that many others will follow. Emphasis is increasingly being placed on new technology - small businesses are becoming computerized, and the skills and experience of the workshop's trainees are obviously needed in industry. It is up to local businesses to put them to good use.

Iola Smith

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Please address classified advertisements to: The Times Educational Supplement, The Times Building, 4, Broad Street, London W1P 1JF. Classified Advertisements: Rates: Single copy £3.00 per line (min. 3 lines). Classified Display £1.00 per line (min. 3 lines). Copy deadline (space permitting) Monday preceding Friday of publication. Correspondence deadline 10.30am Tuesday preceding Friday of publication. Cancellation deadline 4.30pm Monday preceding Friday of publication.

WANTED: from September 1984

qualified nursery teachers

who recognise, as much as we do, the importance of nursery education.

With over 3,200 half-time pre-primary places, we can claim that Newham is one of the country's most nursery education-conscious authorities. Like you, we believe the first five years to be the ones that matter most in a child's education. We want the best nursery teaching, from the best nursery teachers. We welcome probationers. In order to get them, we're providing more benefits than most other local Education Authorities. Newham offers more points for scale posts than the maximum recommended by Burnham, ensuring a good salary and making career and promotion prospects excellent. Most posts carry the Social Priority Allowance of £201 or £276 per annum and all posts carry the London allowance of

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- * 100% removal expenses paid to teachers taking up new appointments.
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If the challenge of doing a good educational job for the children of Newham is what you are looking for, write to us for an application form. NOW.

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Cataloguing software

Anyone with a microcomputer will know how difficult it can be to choose a suitable program package for the selected application. Packages are usually specific to one type of machine or a small group of machines. They also impose requirements in terms of operating system, minimum memory, and sometimes special peripherals, such as a loudspeaker for a program which composes tunes. In the educational field, prospective users will also want to know the intended age and ability level for which the package has been written. A further complication is that programs frequently pass through many different editions or versions.

Librarians have perfected the art of cataloguing books and other learning materials, so it is not surprising that it is to them that educationalists have turned for help in describing software in a systematic and consistent manner. Over the past three years a programme of research has been carried out to investigate the problems of handling and recording microcomputer software in the same way as other library materials such as books, periodicals and audio-visual materials.

At the suggestion of the Council for Educational Technology the British Library organized a seminar in 1981

entitled "Libraries and Computer Materials". The meeting brought together representatives of the library community, the computer world and the various networks which distribute software to schools and colleges, including the Microelectronics Education Programme and the Scottish Microelectronics Development Programme.

One of the recommendations was that a survey should be carried out of software distributors and organizations providing information about programs. One of the aims would be to determine what cataloguing methods they were using and whether any standards had been adopted.

In 1982 Dr W Tagg and Mr R Templeton of Hertfordshire's Advisory Unit for Computer-Based Education undertook a study of a sample of agencies, most of them in the educational field. As well as examining cataloguing practices, their survey covered promotion and distribution methods and copyright protection.

One of the conclusions of the Tagg-Templeton work was that very few of the agencies produced, or maintained anything that a librarian would recognise as a catalogue. There seemed to

have been little attempt to set standards and few examples existed where software records were included in any more general catalogues of resources. The results underlined the need to follow up another recommendation of the 1981 seminar, that the suitability of existing cataloguing standards should be examined when applied to software.

Catalogues in UK libraries refer to the second edition of the Anglo-American Cataloguing rules (AACR2). Chapter nine (on machine-readable data files) offers a certain amount of help in cataloguing software. Drawn up before the advent of the microcomputer, AACR2 treats programs as if they were synonymous with machine-readable data files. This is perhaps something of an oversimplification.

In 1982-83 Mr R Templeton and Ms A Witten carried out a study of software cataloguing, based at the Computers in Education as a Resource (CEDAR) project, Imperial College London. Funded jointly by the British Library and the Microelectronics Education Programme, the project was intended to produce simple guidelines to software cataloguing. Intelligi-

ble to non-librarians, as well as recommendations for revisions to AACR2, to be submitted to the national committee of cataloguing standards, composed of librarians.

A report on the project is due to appear in the summer. In the meantime the British Library has produced one of the appendices to the report as a pamphlet for free distribution. "Cataloguing Microcomputer Software: a simple guide" lists the information required in a catalogue entry, such as title, author, version, publication date, medium (eg cassette, 3 1/4" floppy disc), make and model of computer, minimum memory requirements and peripherals needed. It also offers guidance about where to find the required information and about the use of access points in the catalogue. An example of a complete catalogue entry is included and the pamphlet ends with a brief note about classification schemes.

Copies of the pamphlet may be obtained while stocks last from Mr P Baxter, British Library Research and Development Department, 2, Sheraton Street, London W1V 4BH (tel 01-436 1344 ext. 564).

Paul Baxter

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SECONDARY ENGLISH

continued

BRADFORD

CITY OF BRADFORD

METROPOLITAN COUNCIL

CARTON BOLTON SCHOOL

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Further details on request.

Tel: 01603 21111.

132422

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REASDALE/CHILTERN

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Headmaster: R.D. Stokes, B.Sc.

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132423

ESSEX

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(Roll 1260) Mixed 11-18

Spinks Lane, Witham CM8

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THE KING EDWARD

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Tel: 01827 31211.

132425

THE NOTLEY HIGH SCHOOL

Notley Road, Notley

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

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and names of two referees.

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132426

SOUTH GLAMORGAN COUNTY COUNCIL

Required for September 1984 unless otherwise stated.

Whitcomb High School, Cardiff (11-18 Comprehensive)

12 Form Entry

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Graduate teacher of Mathematics, honours graduate if possible,

teaching will include full ability range and the possibility

of 'O' and 'A' Level teaching within a flourishing and successful

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Healthfield House R.C. High School for Girls, Cardiff

(11-18 Comprehensive) 4 Form Entry

GEOGRAPHY/PHYSICAL EDUCATION: SCALE 1

A suitably qualified teacher for Geography and Physical Education. An

ability to offer either Religious Education or English would be an

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Lady Mary R.C. High School, Cardiff

(11-18 Comprehensive) 4 Form Entry

SPANISH: SCALE 1

To teach the subject throughout the school to G.C.E. and 'O' Level. This

is a temporary appointment during the maternity leave of a member of

staff from 4th June 1984, and in the first instance until the end of

the current school year. The extension of the appointment beyond August

will depend on staffing developments for September 1985.

Application forms may be obtained on request of a stamped

addressed envelope from The Director of Education,

Education Office, Kingway, Cardiff, CF1 4JG, to whom

applications should be returned within 10 days of the appearance

of this advertisement.

L.J.A. Cole, Director of Education, Education Office, Kingway, Cardiff.

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Interviews will be held on

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Further details on request.

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132427

THE BEAUFORT SCHOOL

Holford, Gloucestershire

Headmaster: J. P. Smith, B.Sc.

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Requirements: 11-18 Comprehensive.

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Further details on request.

Tel: 01452 31211.

132428

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NEWKENT SCHOOL

New Kent, Gloucestershire

Headmaster: J. P. Smith, B.Sc.

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Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

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and names of two referees.

Closing date: 28 May 1984.

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Further details on request.

Tel: 01452 31211.

132429

GLOUCESTERSHIRE

NEWKENT SCHOOL

New Kent, Gloucestershire

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

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Requirements: 11-18 Comprehensive.

Apply by letter to the

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and names of two referees.

Closing date: 28 May 1984.

Application forms may be

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Interviews will be held on

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Tel: 01452 31211.

132430

GLOUCESTERSHIRE

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Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

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Closing date: 28 May 1984.

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Interviews will be held on

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Further details on request.

Tel: 01452 31211.

132431

GLOUCESTERSHIRE

NEWKENT SCHOOL

New Kent, Gloucestershire

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

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and names of two referees.

Closing date: 28 May 1984.

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Interviews will be held on

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Further details on request.

Tel: 01452 31211.

132432

HAYVERING

BURY BOROUGH OF

HAYVERING SCHOOL

Hayvering, Bury, Lancs.

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

Headmaster, with curriculum vitae

and names of two referees.

Closing date: 28 May 1984.

Application forms may be

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Interviews will be held on

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Further details on request.

Tel: 01692 31211.

132433

HAYVERING

BURY BOROUGH OF

HAYVERING SCHOOL

Hayvering, Bury, Lancs.

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

Headmaster, with curriculum vitae

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Closing date: 28 May 1984.

Application forms may be

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Interviews will be held on

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Further details on request.

Tel: 01692 31211.

132434

HAYVERING

BURY BOROUGH OF

HAYVERING SCHOOL

Hayvering, Bury, Lancs.

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

Headmaster, with curriculum vitae

and names of two referees.

Closing date: 28 May 1984.

Application forms may be

obtained from the Headmaster.

Interviews will be held on

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Further details on request.

Tel: 01692 31211.

132435

HAYVERING

BURY BOROUGH OF

HAYVERING SCHOOL

Hayvering, Bury, Lancs.

Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

Headmaster, with curriculum vitae

and names of two referees.

Closing date: 28 May 1984.

Application forms may be

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Interviews will be held on

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Further details on request.

Tel: 01692 31211.

132436

HAYVERING

BURY BOROUGH OF

HAYVERING SCHOOL

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Headmaster: J. P. Smith, B.Sc.

Required for September 1984.

Scale 1 teacher of English.

Requirements: 11-18 Comprehensive.

Apply by letter to the

Headmaster, with curriculum vitae

and names of two referees.

Closing date: 28 May 1984.

Application forms may be

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Interviews will be held on

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Further details on request.

Tel: 01692 31211.

132437

HAYVERING

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HAYVERING SCHOOL

Hayvering, Bury, Lancs.

Headmaster: J. P. Smith, B.Sc.

Classification

Scale 2 Posts and above

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COUNTY COUNCIL
THE RADCLIFFE SCHOOL
Windsorbury Street, West
Wyndham, Milton Keynes**

MK12 SBT
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 Mr. J. L. J.P.
 Ref: 1550
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 Second-in-Charge to a Deputy
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 Applications are welcome
 from teachers of any sub-
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 Please apply by letter
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Headteacher: B.E. Saunders
A Teacher/Librarian req
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M.Sc.

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S.A.

DIJES/ECONOMICS,
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are capable of teaching Business
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DIJES/HUMANITIES

mainly for the Business Studies
some Humanities. A knowledge of
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the appropriate Head, giving full
names and addresses of three
by 25th.

JOHN HOWARD DAVIES
Director of Educational
(483)

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DEVON COUNTY COUNCIL
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Principal: D. Trueman.

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DEPARTMENT OF COMPUTER STUDIES
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£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

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DURHAM COLLEGE OF TECHNOLOGY
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Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

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£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

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Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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BOARD OF EDUCATION
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Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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DEPARTMENT OF EDUCATION
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

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DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

NORFOLK
COUNTY COUNCIL
NORFOLK COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

POWYS
COUNTY COUNCIL
POWYS COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

SHROPSHIRE
COUNTY COUNCIL
SHROPSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
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£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

SOMERSET
COUNTY COUNCIL
SOMERSET COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

SUFFOLK
COUNTY COUNCIL
SUFFOLK COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

SURREY
COUNTY COUNCIL
SURREY COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

COUNTY OF AVON
EDUCATION SERVICE
BRUNEL TECHNICAL COLLEGE
Principal: F. J. Hawley, MSc

Department of Printing and Graphic Communication

HEAD OF DEPARTMENT GRADE V

Mr D. Bateman, who has been Head of this large Department since 1978, is to retire at the end of the present calendar year. Applications are invited for this important appointment.

Further details and application forms (to be returned by 1 June 1984) from Personnel Office, Brunel Technical College, Ashley Down, Bristol BS7 9BU, quoting Reference 84/21 (654)

DURHAM COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: Richard Exley, BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

GLoucestershire
COUNTY COUNCIL
GLoucestershire COLLEGE OF ARTS AND TECHNOLOGY
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

LINCOLNSHIRE
COUNTY COUNCIL
LINCOLNSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

NORTHAMPTON
COUNTY COUNCIL
NORTHAMPTON COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

NORTHUMBERLAND
COUNTY COUNCIL
NORTHUMBERLAND COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

RICHMOND UPON THAMES
COUNTY COUNCIL
RICHMOND UPON THAMES COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT

Capel Manor Institute of Horticulture and Field Studies
Bullsmoor Lane, Waltham Cross, Herts EN7 6HR (Tel: 0992 789848)

LECTURER IN HORTICULTURE
(Lecturer I Grade - 4 year temporary appointment)

Applications are invited for the above post which will be available from September 1984 for a four-year period.

This appointment provides the opportunity for a Lecturer to participate in the range of City and Guilds Crafts Courses in Horticulture leading to Phase II certificates. Candidates should possess an appropriate qualification.

Salary and conditions: £20,683 - £13,443. Inclusive of London allowance.

Application forms (large SAE) obtainable from The Principal, to whom they should be returned within 14 days of the appearance of this advertisement. (4708)

Lancashire County Council
An Equal Opportunities Employer

LANCASHIRE COLLEGE OF AGRICULTURE AND HORTICULTURE
LECTURER IN AMENITY HORTICULTURE

Salary: Grade 1A/B - £25,646 - £9,735 and £6,342 - £10,485 (under review)

The above permanent vacancy arises due to a promotion within the College.

Applications are invited from suitably qualified persons for the above post at a well-equipped College responsible for horticultural courses from Phase I to National Diploma level. An interest in Landscape Technology would be desirable.

Further details and application forms obtainable from the Principal Agricultural Officer, Lancashire College of Agriculture and Horticulture, Myerborough Hall, Bilsborrow, Preston PR3 0RY. Telephone: Brock (0989) 40611. Closing date: 1st June, 1984. (4642)

Crewe & Alsager College of Higher Education

Applications are invited for the following 2 posts. Candidates should be well qualified graduates and have appropriate experience or skills of a high level. A familiarity with aspects of information technology will be a distinct advantage.

LECTURER II/SENIOR LECTURER (2 POSTS)
In Craft, Design and Technology

1. Technology - To develop the use of technology in a design context. Experience of Schools Technology and/or Industrial Design approaches is expected and/or relevant. These appointments are expected to contribute to both Teacher Education and diversified courses at Degree level and represent a commitment to the strengthening and development of Crafts, Design and Technology in the College. Application forms and further details of the posts and of the College are available from The Assistant Director, Staffing, Crew and Alsager College of Higher Education, Alsager ST7 2HL. Closing date for completed applications: Monday 11th June 1984.

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
Lecturer I in Fashion Design. Salary £20,683 - £13,443. Senior Lecturer in Professional Studies. Salary £20,683 - £13,443. Candidates must have recent experience in modern manufacturing.

£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

LINCOLNSHIRE
COUNTY COUNCIL
LINCOLNSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

NORTHAMPTON
COUNTY COUNCIL
NORTHAMPTON COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

NORTHUMBERLAND
COUNTY COUNCIL
NORTHUMBERLAND COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

RICHMOND UPON THAMES
COUNTY COUNCIL
RICHMOND UPON THAMES COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
DEPARTMENT OF FASHION
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

DURHAM COUNTY COUNCIL
NEW COLLEGE, DURHAM
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
SCHOOL OF CONSTRUCTION
LECTURER I
CONSTRUCTION WORKS AND HIGHWAYS

(Previous advertisement) (re-considered)

Lecturer required to teach both practical and associated subjects on highways, works and highways. General Construction, Operations, block release course and also some general building courses. Applicants should be suitably qualified and have had relevant industrial experience.

Applicants should possess City Advanced Certificate 614, Works and Highways, preferably with CCLN No. 623 Certificate in Supplementary Studies. Considerable experience in the construction of roads, footpaths, drainage and ancillary works is necessary. Teacher training or teaching experience is desirable.

LECTURER I - GLAZING/PAINTING

Applications are invited from suitably qualified persons to teach practical and associated subjects on craft certificates and V.T.C. Courses in Glazing and Painting. Substantial practical industrial experience of current glazing techniques is essential.

Further details and application forms, returnable by Friday, 1st June, 1984, may be obtained from The Principal, New College, Durham, Framwellgate Moor Centre, Durham DH1 5ES, on receipt of a stamped addressed envelope.

Applying for a job in Gwent?

The National Association of Teachers in Further and Higher Education is in dispute with Gwent County Council over conditions of service.

Anyone considering applying for a lecturing job in Gwent is asked to contact:

Jim Munery or Paula Lanning
NATFHE
Hamilton House
Mabledon Place
London WC1H 9BH
Tel: 01-387 6806

Edinburgh
Dunfermline College of Physical Education

Lectureship in Physical Education

Applications are invited for this 'new blood' post. Candidates must have:

(i) a qualification in Physical Education
(ii) experience in teaching
(iii) a qualification in special educational needs

It would be an advantage to be able to contribute to work in community education or to computer education.

The salary for the post will be determined in relation to the successful applicant's salary at the time of appointment and will be on the scale of £8,313 to £13,128 (currently under review).

Further particulars and application forms may be obtained from the Principal, Dunfermline College of Physical Education, Cramond Road, North Edinburgh EH4 6JD, to whom completed applications should be returned no later than 1 June 1984.

HERTFORDSHIRE
COUNTY COUNCIL
HERTFORDSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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£20,683 - £13,443 - Lecturer I in Electronics. Both posts to commence 1st September 1984. Candidates must have appropriate qualifications and experience in either industry or the services.

Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

ISLE OF WIGHT
COUNTY COUNCIL
ISLE OF WIGHT COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

LINCOLNSHIRE
COUNTY COUNCIL
LINCOLNSHIRE COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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NORTHAMPTON
COUNTY COUNCIL
NORTHAMPTON COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

DURHAM COLLEGE OF TECHNOLOGY
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NORTHUMBERLAND
COUNTY COUNCIL
NORTHUMBERLAND COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

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RICHMOND UPON THAMES
COUNTY COUNCIL
RICHMOND UPON THAMES COLLEGE
Principal: Leonard G. Bewsher, Acad. Dip. Ed. (Lond), BSc (Econ), MA. FRSA.

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Application forms/details (College SAE) from the Principal, Dudley College of Technology, The Broadway, Dudley, West Midlands. (0255) 220026

YOUTH AND COMMUNITY SERVICE

REGIONAL OFFICER required to cover the counties of South Glamorgan, Mid Glamorgan, Gwent and Powys. Professional qualifications required, as well as experience in youth work.

Further details from the General Secretary, Welsh Association of Youth Clubs, Andrews Buildings, 4 Queen Street, Cardiff, CF1 4DQ (0303).

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

MOAT COMMUNITY COLLEGE

Malden Road, Leicester COMMUNITY TUTOR

Required for August 1984. A Community Tutor to join a team of 10. There will be a two-fold responsibility - for formal and informal class programmes with young adults in the centre, and for community development work with young adults in the centre, and for community development work with young adults in the centre.

Salary: £10,000 p.a. Applications by letter (no forms) together with the names and addresses of two referees to the Principal, Moat Community College, Malden Road, Leicester LE1 7JL. Closing date 18 June 1984. (05335) 440000

ASSISTANT TEACHERS

Newborne House, Barrow-in-Furness

Burnham (12 Posts) £5,178 to £8,142 (extension to £8,764 for good honours graduates)

Burnham II (1 Post) £5,918 to £9,132

A Community Homes Allowance of £1,066 p.a. is payable for all above posts.

Newborne House is currently an Observation and Assessment Centre but, from 1 November 1984, under the provisions of a recent reorganisation, it will become a mixed Community Home with Education for 18 children.

The teachers are to work with small groups of children and previous experience of remedial education and/or working with difficult children is desirable.

Further details and application form, returnable by 30 May, from Director of Social Services, 3 Victoria Place, Carlisle CA1 1EH.

CUMBRIA

(0427)

THE HAVEN

(Administered by the Jewish Welfare Board) (on behalf of the Haven Foundation)

SPECIALIST TEACHER

Salary £7,804 per annum (under review)

The Haven is a 20 place rehabilitation hostel for mentally handicapped, Jewish adults situated at Crouch Hill, London N4.

It offers a short term stay bed and supports its own group home. The staff team consists of a Head of Home, Deputy and a number of Residential Social Workers as well as domestic staff.

Regular consultation is received from our Clinical Psychologist.

To develop our service we need a full time Specialist Teacher whose duties will involve the teaching and training of a wide range of educational, social and self-help skills.

If you are interested in demanding but rewarding work in a happy atmosphere, please telephone Nora Holden, Head of Home on 01-272 3346 or Jim Murray, Home Manager on 01-458 3282.

For further details and application form contact David Shingold, Head of Residential Social Work, Jewish Welfare Board, 221 Golders Green Road, London NW11 8DW. Closing date 2 weeks after this advertisement appears.

LIVERPOOL EDUCATION COMMITTEE

COMMUNITY EDUCATION

SENIOR YOUTH TUTOR

F.E. Burnham LI or LI

NETHERLEY COMPREHENSIVE COMMUNITY SCHOOL

Community Education Department

Applications are invited for the following post in this purpose-built Comprehensive School, set mainly in housing estates on the fringe of Liverpool, which has been developing as a Community School for the past 13 years. The Senior Youth Tutor will be responsible to the Head of Community Education for work particularly with 12-18 age group, working as a member of a team of 6. Particular emphasis is expected not only on youth club work, but on wider approaches, and with a need for an interest in working with the unemployed. Candidates are sought with qualifications in youth work and, if possible, teaching. A full C.E. syllabus is available for a suitably qualified candidate who would be able to act as second in the Department.

Application forms available (send SAE) from Mr. W.A.H. Blair, Principal, Netherley Comprehensive Community School, Childwell Road, Liverpool L27 5VA. To be received by Friday 25th May 1984.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (0331) 440000

SWINDON

TWELVE EIGHTEEN PROJECT (S.T.E.P.)

Applications are invited for a new post in the community to provide a wide range of activities, social skills and discussion groups to disadvantaged young people. The post holder will be responsible for the recruitment, training and support of the volunteers, as well as being involved in the leadership of some of the group work. Previous experience of work with young people would be an advantage. Salary: £8,134 p.a. Applications by letter (no forms) to the Principal, Twelfth Eighteen Project, 12-18, The Priory, Swindon, Wiltshire SN1 1JL. Closing date 18 June 1984. (04933) 440000

BARBADOS

COORRINGTON HIGH SCHOOL FOR GIRLS

St. John, Barbados, W.I. 1984. Applications are invited for a qualified teacher for 10 pupils in the 10-12 age range. Both posts are residential.

Applications and references should be sent to the Chairman of the Board of Management, to arrive not later than 18 June 1984. Further information from the School Secretary, Barbados 460000

GREECE

Athenian Schools require qualified EFL teachers.

Send C.V. immediately, references, to: Educational Services, 184, Athens, Greece. Tel: 011 210 3636363. Between 2-7 p.m. British time. (03453) 460000

GREECE

English teaching post vacant. Experienced teacher for 10-12 age range. Age 10-12. Contact: Tassouloupoulou Stylianos 6, Athens, Greece. Tel: 011 210 3636363. Between 2-7 p.m. British time. (03453) 460000

GREECE

TEACHERS IN GREECE. EFL teachers required for all areas of Greece. Teachers must possess a University Degree and a teacher training qualification.

Send photo and curriculum vitae to: Teachers, 184, Athens, Greece. Tel: 011 210 3636363. Between 2-7 p.m. British time. (03453) 460000

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Department of Education for Northern Ireland

SECONDARY SCHOOLS
CURRICULUM DEVELOPMENT
PROGRAMME 11-16Regional Co-Ordinator
for Curriculum
Development

Applications are invited for the post of Regional Co-Ordinator for the 11-16 Secondary Schools Curriculum Development Programme.

Applicants should have substantial teaching experience at senior level in secondary education, and experience of curriculum and staff development.

The successful applicant will advise on the 11-16 Programme and work with members of the Department's Inspectorate and the officers of the Education and Library Boards attached to the Programme in facilitating and supporting the development throughout Northern Ireland. By agreement with the applicant, the appointment will be either by a fixed term contract of five years, renewable for a further period of two years by agreement, or by secondment from current duties for an initial period of three years, renewable for a further period by agreement.

Salary Scale (under review)
College of Education Head of Department Grade VI
£16,632-£18,327
with appropriate placing.

Application forms and further information are available from Mrs C. Jandoub, Department of Education, Rathgall House, Ballin Road, Bangor, Northern Ireland, BT9 2PR. Tel: Bangor (0247) 48611 ext 418, and should be returned to arrive not later than the last post on Monday 4 June 1984.

The Department may decide to interview only those candidates who appear on the basis of their qualifications and experience to be most suitable for appointment.

(4941)

ilea Inner London
Education Authority
Deputy Head of Division

Salary Range £14,487-£16,251 plus £1,347
London Weighting Allowance

A deputy head of a Division of Teaching Staff Branch is required. The person appointed will be responsible for the application of Borough provisions, co-ordination of Branch policy on school reorganisations and amalgamations, salary assessments and teacher provision and statistical and financial control.

An ability to work under pressure is essential. In addition to relevant experience the successful candidate will possess considerable management skills and have a sound grasp of financial and statistical work.

Suitable for job sharing.
Application forms and further details are available from the Personnel Services Division (EO/ESTAB 1b) Room 386, the County Hall, London SE1 7PB. Please enclose an SAE. Closing date for the return of completed applications is 4 June 1984.

(4876)

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION
OFFICER

We require an experienced Education Officer for this developmental and advisory post to refugees based at World University Services office in Islington. Thorough working knowledge of UK Further and Higher Education system, and of ESL, EFL and TOPs courses is essential.

Salary: £8,196 including London Weighting.

For details telephone Anne Heaton-Armstrong on 01-582 6922 or write 3/9 Bowdoy, London SW8 1SJ.

Closing date: 1st June, 1984.

BRITISH REFUGEE COUNCIL

OVERSEAS APPOINTMENTS
continued

SPAIN

Malorca, Spain. Established independent school needs two fully qualified teachers in September 1984 to teach English and History to 'A' level in small classes. The children must be able to teach American History. Additionally, one of the candidates must possess good administrative ability and leadership qualities. The American Educational system would be an advantage. Applications, with c.v. and telephone no. and addresses of two referees (including present head) should be sent to: The Director, Baines International School, Caml Don Tealla, 5 Calle Cabo Mateo, Coch 17, San Agustín, Palma de Mallorca 19 Spain. Tel: 34 71 401816.

All applications will be acknowledged. (03741) 460000

TANZANIA

ARUBA INTERNATIONAL INSTITUTE. Requires five Primary school teachers, couples preferred, to teach in large class as from September 1984. C.V. to: Director of Studies, 51, Conington Road, London N1 2J1 & 3021, Aruba International, East Africa. (02584) 460000

TURKEY

Teachers with TEFL are required for DILKO Language School in Istanbul, starting work by October 1984. Address: Istanbul Cad. 47 Bekirbeyi Istanbul/Turkey (15700)

ZIMBABWE

SECONDARY TEACHERS. Teachers of MATHEMATICS, SCIENCE, BUILDING, CARPENTRY, and to teach secondary schools in rural Zimbabwe.

Applicants should have a minimum of 5 years' experience in teaching methods towards a secondary education that is relevant for Zimbabwean students. Applicants should also have a minimum of 5 years' teaching qualification, in a teaching subject, or they should have a fully City and Guilds training.

CLIR contracts are for two years and include return air-fares to Britain, a salary and grants suitable for a single worker without dependants. Insurance, N.I. and superannuation contributions will be provided. Language training and a professional development course. For an application form and details of these and other posts, please send a recent cv to: The Director, CLIR Overseas, Dept. 122, Colman Field, London N1 2J1. Please quote ref TE5/3. The Catholic Institute for International Relations operates a professional overseas programme. (03490) 460000

EDUCATION
OFFICER
(Further Education)

PO4(c) (£17,613/£19,518 per annum)

Following the appointment of the present holder, Mr. J.D. Tinsley, to the Manpower Services Commission as Director of the Open Tech. Unit, the above third tier post will become vacant from 1st August 1984.

As Head of the Further Education Division, the post holder will have responsibility for developing policy in respect of all aspects of further and higher education, including the Careers Service, Adult Education, Youth and Community Service and Awards to Students. An important responsibility is the development of educational provision for the 16-19 age group and in particular liaison with outside agencies over the provision of training schemes for unemployed young people.

Applicants should have considerable experience of the Education Service together with proven managerial ability. A recruitment incentive scheme may apply.

Candidates may obtain application forms (returnable by Friday 1st June 1984) and further particulars from:

The Chief Education Officer, Personnel Branch,
Education Office, Margaret Street,
Birmingham B3 3BU.
Telephone: 021-235 2601 or 021-235 2587.

Canvassing will be disallowed.

An Equal Opportunities Employer.

BIRMINGHAM
CITY COUNCIL

P.A.C.E.S. wish to inform all teachers who are applying for posts in Middle Eastern Schools between January and April that the vacancies have now been filled. However, we are still recruiting teachers for non-advertised posts. Our recruitment is offering long-term contracts in a variety of subjects, including Mathematics, Science, English, Arabic, and P.A.C.E.S. (Diploma in Arabic Studies). Tel: 01-66 540000. Fax: 01-66 540000. WAT0 38N, 101633. 460000

Administration
Local Education
Authority

EALING
LONDON BOROUGH OF
EDUCATION
DEPARTMENT
PROFESSIONAL

£11,991 - £13,035 with possible progression after one year to £14,035 p.a. maximum of £14,035 p.a. inclusive of London.

Applications are sought from graduates with a minimum of 3 years' successful teaching experience who wish to pursue a career in educational administration at a professional level.

Assistance with relocation expenses will be paid in approved cases. Candidates who have already applied for this position will be considered automatically.

Interviews for the post are expected to be held on 10th and 31st May, 1984.

Please quote reference ED003

Closing date 24th May 1984.
Application forms obtainable from Personnel Office, Room A204, Town Hall, Ealing, W5 2TP. Tel: 01-848 1881/84 8000 (local). (03707) 460000

Assistant
Education Officer
£12,330-£13,365

This post carries senior responsibility and involvement in all aspects of education for pupils of primary age and will contribute to policies affecting all areas of the Education Service. Applicants must be graduates with teaching experience as well as administrative experience in a local authority education department.

A casual user car allowance is available. Temporary housing (up to 51 weeks), 100% removal expenses (£800 maximum), generous relocation costs and lodging allowance - where applicants need to move.

Further information from Mr. Keith Hardwidge, Senior Education Officer on 01-368 6566 ext. 2088. Application forms and job descriptions are obtainable from the Director of Education, P.O. Box 88, Civic Centre, Stevenage, Herts. SG1 1PU. Tel: 0438 9367. Closing date 1.6.84. Please quote Ref: OGD/385 (4622)

London Borough of

Enfield



Enfield

Assistant
Education Officer
(Further Education)

Applications are invited from graduates, with successful teaching and administrative experience, for the post of Assistant Education Officer (Further Education) which is based at County Offices, Metchley.

The majority of the work of the Assistant Education Officer will be connected with the Youth Training Scheme but the post holder will be expected to undertake duties throughout the Further Education Division, including TVET, and may be asked to undertake other duties from time to time at the discretion of the Director of Education.

Salary is in accordance with the Principal Officers' Scale 2(G), (points 42-48), £12,405-£13,725. The post carries a casual user car allowance and there is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances.

Further details and forms of application may be obtained from the Director of Education, County Offices, Metchley, DE4 3AG (telephone 0203-3411, extension 6428). Application forms should be submitted by 31 May 1984.

Derbyshire County Council is an equal opportunity employer.

DERBYSHIRE
County CouncilCheshire
Education Department
CHIEF ADVISER
Salary: Southbury Headteacher
Group 12-13
(£18,495-£20,700) pending pay award

The authority wishes to appoint a person of outstanding experience and ability to the post of Chief Adviser. The successful applicant will have had experience in school and/or college senior management posts and LEA advisory work.

The position offers opportunities for:

1. Professional leadership and management of a well established advisory staff.
2. The continuing development of the county's curriculum policies.
3. The formulation of in-service policies including the design of appropriate programmes.
4. Participation in the senior management of a large and varied LEA.

Fuller details and application form obtainable from: The Director of Education (Ref: 2D/PJ) County Hall, Chester

Closing date: 4th June, 1984.

(4614)

ADMIN L.E.A.
continued

DURHAM

COUNTY COUNCIL

EDUCATION

DEPARTMENT

PROFESSIONAL

ASSISTANT

SO/PO1

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NORTHAMPTONSHIRE
COUNTY COUNCIL

EDUCATION

DEPARTMENT

PROFESSIONAL

ASSISTANT

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